

The School District of Palm Beach County

North Grade K 8



2022-23 Schoolwide Improvement Plan

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North Grade K 8

824 N K ST, Lake Worth, FL 33460

<https://nges.palmbeachschools.org>

Demographics

Principal: Nicole Patterson

Start Date for this Principal: 1/4/2012

| | |
|--|--|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Combination School KG-8 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2021-22 Title I School | Yes |
| 2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 100% |
| 2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students White Students Economically Disadvantaged Students |
| School Grades History | 2021-22: A (64%) 2018-19: B (60%) 2017-18: C (51%) |
| 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 | ATSI |
| * 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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| Title I Requirements | 0 |
| Budget to Support Goals | 0 |

North Grade K 8

824 N K ST, Lake Worth, FL 33460

<https://nges.palmbeachschools.org>

School Demographics

| School Type and Grades Served (per MSID File) | 2021-22 Title I School | 2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|--|
| Combination School KG-8 | Yes | 100% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 86% |

School Grades History

| Year | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|-------|---------|---------|---------|---------|
| Grade | A | | B | B |

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

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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.

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

Provide the school's vision statement.

North Grade envisions a dynamic collaborative multi-cultural community where education, social-emotional needs and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in their future academic endeavors.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

| Name | Position Title | Job Duties and Responsibilities |
|--------------------|---------------------|--|
| Patterson, Nicole | Principal | Instructional Leader of North Grade that provides curricular and instructional leadership, maintaining overall school site operations; receiving, distributing and communicating information to enforce school, District and State policies; maintaining a safe school environment; coordinating site activities and communicating information to staff, students, parents and community members. Ensuring equitable and accessible and effective standard base instruction. |
| Larralde, Sarah | Assistant Principal | Assist the school principal in overall administration of instructional program and school level operations. Coordinates student activities and services. Ensures equitable, accessible and effective standards base instruction. |
| Drahos, Nathalie | Other | The Single School Culture Coordinator primary role at North Grade is to work with the all teachers to support best practices in using data, provide analysis of school-wide trends in instruction, and make recommendations about potential next steps to address areas of need. As an advisor to teachers and administration the Single School Culture Coordinator is responsible for five main areas: a) observing instructional delivery and providing feedback to enhance and support the development of each subject content area b) supporting teachers in the design of units and lessons for the development of their year long curriculum, c) analyzing data in order to modify curriculum and forms of assessment to meet students' needs, d) working with the academic staff (grade level chairs, assistant principals, principals) in the school to support sharing of best practices and e) working with the entire staff in the school with creating and implementing a single school culture . The Single School Culture Coordinator will work collaboratively with the Instructional Team to advise administration and teachers on developing instructional strategies and intervention programs for struggling students. This may include modeling lessons in classrooms, helping teacher groups plan instruction, creating system-wide policies and procedures, leading family reading workshops, and facilitating professional development. |
| Figueroa, Fernando | Instructional Coach | The Dual Language Coach's primary role is to work with Dual Language teachers to support best practices in using data, provide analysis of school-wide trends in instruction, and make recommendations about potential next steps to address areas of need. As an advisor to Dual Language teachers and administration the Dual Language Coach is responsible for four main areas: a) observing instructional delivery and providing feedback to enhance and support the development of each subject content area b) supporting teachers in the design of units and lessons for the development of their year long curriculum, c) analyzing data in order to modify curriculum and forms of assessment to meet students' needs, and d) working with the academic staff (grade level chairs, assistant principals, principals) in the school to support sharing of best practices. The Dual Language Coach will work collaboratively with the Instructional Team to advise administration and |

| Name | Position Title | Job Duties and Responsibilities |
|------------------|---------------------------|---|
| | | teachers on developing instructional strategies and intervention programs for struggling students. This may include modeling lessons in classrooms, helping teacher groups plan instruction, creating system-wide policies and procedures, leading family math workshops, and facilitating professional development. |
| Fuentes, Rosanne | ELL Compliance Specialist | The ELL Coordinator responsibility is to coordinate district wide activities, disseminating and receiving information related to English Language Development; planning and implementing activities and/or special events; addressing operational issues related to English Language Development art North Grade. She also serves as a resource to respective school staff, providing support and guidance in ELL Best Practices. She is distributes data from Los Espanol and WIDA to administration and staff. |
| Williams, Luz | School Counselor | The guidance counselor works within North Grade K-8 to provide guidance and evaluate the social emotional needs of our students. This generally involves observation, as well as speaking with teachers and parents to evaluate a student's individual strengths or special needs. The guidance counselor work with all students to maximize their academic and social skills. |
| Toledo, Natalia | Psychologist | The School Psychologist at North GradeK-8 is directly responsible for the psychological assessment of academic, social, emotional, and behavioral domains utilizing problem-solving and standardized evaluations for North Grade K8 students. The School Psychologist monitors the completion of case study evaluations and participates in Individual Education Plan (IEP) conferences and problem-solving meetings designing systems, programs and services that maximize students' social, emotional, and educational success. In collaboration with staff, families, students, and communities the school psychologist promotes effective educational environments. |
| McGowan, Sonia | Other | As the TOSA at North Grade, Ms. McGowan's responsibility is as a Middle School Dean, As a Dean she is responsible for contributing to and communicating a vision and focused plan for improving student achievement and student behavior; supporting teachers in improving their instructional practice; creating a community of continuous learning for all staff and students; and fostering a culture of high expectations for all students. In addition, the Dean is charged with building strong partnerships with families and community, creating a safe, supportive school climate, and effectively managing operational, technical and staff issues to promote instructional progress. |
| Bloom, Tia | Teacher, ESE | The role of the ESE Contact is to make sure that IEPs are written and implemented and that ESE students receive |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|---------------------------------|
|------|----------------|---------------------------------|

services and accommodations. The ESE contact works with families and provides procedural safeguards.

Demographic Information

Principal start date

Wednesday 1/4/2012, Nicole Patterson

Number of teachers with a 2022 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.*

Number of teachers with a 2022 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.*

Total number of teacher positions allocated to the school

62

Total number of students enrolled at the school

735

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

3

Identify the number of instructional staff who joined the school during the 2022-23 school year.

4

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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 | 111 | 125 | 95 | 136 | 107 | 100 | 28 | 21 | 15 | 0 | 0 | 0 | 0 | 738 |
| Attendance below 90 percent | 0 | 45 | 24 | 27 | 19 | 25 | 4 | 2 | 0 | 0 | 0 | 0 | 0 | 146 |
| One or more suspensions | 0 | 0 | 2 | 2 | 2 | 2 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 11 |
| Course failure in ELA | 0 | 4 | 39 | 55 | 40 | 35 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 187 |
| Course failure in Math | 0 | 8 | 14 | 41 | 28 | 27 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 125 |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 45 | 20 | 51 | 2 | 1 | 3 | 0 | 0 | 0 | 0 | 122 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 47 | 28 | 64 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 141 |
| Number of students with a substantial reading deficiency | 0 | 9 | 16 | 42 | 37 | 34 | 8 | 1 | 0 | 0 | 0 | 0 | 0 | 147 |

Using the table above, complete the table below with the number of students by current grade level who have 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 | 5 | 17 | 38 | 37 | 39 | 15 | 2 | 0 | 0 | 0 | 0 | 0 | 153 |

Using current year data, complete the table below with the number of students identified as being "retained.":

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 2 | 0 | 1 | 9 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13 |
| 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

Friday 9/23/2022

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

The number of students with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|----|----|----|----|----|----|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 19 | 38 | 40 | 43 | 67 | 11 | 2 | 7 | 0 | 0 | 0 | 0 | 227 |

The number of students identified as retainees:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|----|---|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 0 | 0 | 1 | 14 | 3 | 16 | 2 | 2 | 1 | 0 | 0 | 0 | 0 | 39 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |

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

The number of students with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|----|----|----|----|----|----|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 19 | 38 | 40 | 43 | 67 | 11 | 2 | 7 | 0 | 0 | 0 | 0 | 227 |

The number of students identified as retainees:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|----|---|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 0 | 0 | 1 | 14 | 3 | 16 | 2 | 2 | 1 | 0 | 0 | 0 | 0 | 39 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |

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 | 2022 | | | 2021 | | | 2019 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | 53% | 52% | 55% | | | | 57% | 56% | 61% |
| ELA Learning Gains | 68% | | | | | | 68% | 58% | 59% |
| ELA Lowest 25th Percentile | 53% | | | | | | 58% | 55% | 54% |
| Math Achievement | 53% | 45% | 42% | | | | 62% | 53% | 62% |
| Math Learning Gains | 63% | | | | | | 63% | 55% | 59% |
| Math Lowest 25th Percentile | 56% | | | | | | 56% | 52% | 52% |
| Science Achievement | 30% | 48% | 54% | | | | 55% | 45% | 56% |
| Social Studies Achievement | 100% | 57% | 59% | | | | | 75% | 78% |

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 |
| 01 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | | | | | |
| 02 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 03 | 2022 | | | | | |
| | 2019 | 39% | 54% | -15% | 58% | -19% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 64% | 62% | 2% | 58% | 6% |
| Cohort Comparison | | -39% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 59% | 59% | 0% | 56% | 3% |
| Cohort Comparison | | -64% | | | | |
| 06 | 2022 | | | | | |
| | 2019 | 40% | 58% | -18% | 54% | -14% |
| Cohort Comparison | | -59% | | | | |
| 07 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | -40% | | | | |
| 08 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 01 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | | | | | |
| 02 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 03 | 2022 | | | | | |
| | 2019 | 49% | 65% | -16% | 62% | -13% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 65% | 67% | -2% | 64% | 1% |
| Cohort Comparison | | -49% | | | | |
| 05 | 2022 | | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| | 2019 | 59% | 65% | -6% | 60% | -1% |
| Cohort Comparison | | -65% | | | | |
| 06 | 2022 | | | | | |
| | 2019 | 70% | 60% | 10% | 55% | 15% |
| Cohort Comparison | | -59% | | | | |
| 07 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | -70% | | | | |
| 08 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2022 | | | | | |
| | 2019 | 50% | 51% | -1% | 53% | -3% |
| Cohort Comparison | | | | | | |
| 06 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | -50% | | | | |
| 07 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |
| 08 | 2022 | | | | | |
| | 2019 | | | | | |
| Cohort Comparison | | 0% | | | | |

| BIOLOGY EOC | | | | | |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | | | | | |
| CIVICS EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | | | | | |
| HISTORY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |

| HISTORY EOC | | | | | |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | | | | | |
| ALGEBRA EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | | | | | |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2022 | | | | | |
| 2019 | | | | | |

Subgroup Data Review

| 2022 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 2020-21 | C & C Accel 2020-21 |
| SWD | 40 | 60 | 53 | 34 | 40 | 21 | 20 | | | | |
| ELL | 36 | 56 | 48 | 45 | 62 | 60 | 12 | 100 | | | |
| BLK | 49 | 79 | | 35 | 55 | 36 | 24 | | | | |
| HSP | 47 | 62 | 49 | 49 | 62 | 60 | 25 | 100 | 100 | | |
| WHT | 80 | 82 | | 82 | 82 | | 80 | | | | |
| FRL | 47 | 66 | 53 | 48 | 60 | 56 | 27 | 100 | 100 | | |
| 2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2019-20 | C & C Accel 2019-20 |
| SWD | 26 | 47 | 50 | 33 | 33 | 20 | 9 | | | | |
| ELL | 26 | 43 | 41 | 35 | 38 | 34 | 11 | 75 | | | |
| AMI | 50 | 60 | | 75 | 70 | | | | | | |
| BLK | 44 | 62 | | 19 | 14 | | 14 | | | | |
| HSP | 35 | 47 | 38 | 41 | 42 | 37 | 28 | 83 | | | |
| WHT | 75 | 63 | | 58 | 42 | | 59 | | | | |
| FRL | 37 | 51 | 46 | 37 | 39 | 35 | 22 | 83 | | | |
| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2017-18 | C & C Accel 2017-18 |
| SWD | 26 | 50 | 46 | 32 | 50 | 44 | 30 | | | | |
| ELL | 33 | 62 | 60 | 48 | 61 | 55 | 28 | | | | |
| AMI | 30 | | | 30 | | | | | | | |
| BLK | 62 | 77 | | 55 | 60 | | 65 | | | | |
| HSP | 43 | 61 | 55 | 58 | 64 | 52 | 44 | | | | |
| MUL | 64 | 90 | | 73 | 50 | | | | | | |

| 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 | 86 | 73 | | 78 | 62 | | 74 | | | | |
| FRL | 49 | 67 | 60 | 55 | 60 | 56 | 47 | | | | |

ESSA Data Review

This data has not been updated for the 2022-23 school year.

| ESSA Federal Index | |
|---|------|
| ESSA Category (TS&I or CS&I) | ATSI |
| OVERALL Federal Index – All Students | 64 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 1 |
| Progress of English Language Learners in Achieving English Language Proficiency | 62 |
| Total Points Earned for the Federal Index | 638 |
| Total Components for the Federal Index | 10 |
| Percent Tested | 100% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 40 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 0 |
| English Language Learners | |
| Federal Index - English Language Learners | 53 |
| English Language Learners Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | 0 |
| Native American Students | |
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | 0 |
| Asian Students | |
| Federal Index - Asian Students | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |

| Asian Students | |
|--|-----|
| Number of Consecutive Years Asian Students Subgroup Below 32% | 0 |
| Black/African American Students | |
| Federal Index - Black/African American Students | 50 |
| Black/African American Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 0 |
| Hispanic Students | |
| Federal Index - Hispanic Students | 62 |
| Hispanic Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | 0 |
| Multiracial Students | |
| Federal Index - Multiracial Students | |
| Multiracial Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | 0 |
| Pacific Islander Students | |
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | 0 |
| White Students | |
| Federal Index - White Students | 81 |
| White Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years White Students Subgroup Below 32% | 0 |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 62 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 0 |

Part III: Planning for Improvement

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?

When looking at our data over the past few years we see:

FY19 FY21 FY22 Learning Gains

ELA

3 33% 40% 43% 55%
 4 64% 35% 51% 68%
 5 59% 39% 44% 67%
 6 40% 59% 82% 84%
 7 50% 65% 63%
 8 44% 70% 73%
 SWDs 18% 12% 28%

Math

3 49% 33% 44% 82%
 4 65% 31% 54% 74%
 5 60% 27% 33% 41%
 6 70% 77% 96% 100%
 7 68% 100%
 8 77% 94% 94%
 Algebra 1 100%
 SWDs 24% 22% 28%

Science

5 50% 22% 27%
 8 48% 35%
 SWDs 15% 5% 9%

Civics

7 85% 100%
 SWDs (N/A)

When looking at the data above we see that all grades went up within ELA across all three years. Within Math we see our intermediate grades had a decline. However our secondary grades showed growth from FY21 to FY22. Our SWDs. Our SWDs within the school year of FY21 showed declines but have bridged the gap in FY22. The content area of most concern is within Science

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Our area of greatest need for improvement falls within our students with disabilities in all contents and within our science blocks

FY19 FY21 FY22 Learning Gains

3 18% 12% 28% 16%
 4 24% 22% 28% 6%
 5 15% 5% 9% 4%
 Science
 5 50% 22% 27% 5%
 8 48% 35% 13%

Our area of greatest need for improvement falls within our students with disabilities in all contents and within our science block.

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

One of the main contributing factors were issues with attendance, student participation, and engagement.

New actions:

*Targeted support will be provided for all struggling learners with focus on our SWD students.

*Develop teacher capacity to ensure best practices for SWDS

•Academic tutors will assist teachers with with small group strategy and skill based instruction.

•Progress monitoring of student achievement using formative assessment data will occur, with follow up action planning to address area(s) of deficiency.

• Student and teacher data chats will be scheduled by administration after analyzing student data.

Implementation of small group differentiated instruction will occur to address the needs of our diverse learners

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

In general our students did very well. Our Middle students showed the most improvement.

ELA FY19 FY21 FY22 Learning Gains

6 40% 59% 82% 23%

7 50% 65% 15%

8 44% 70% 26%

Math

6 70% 77% 96% 19%

7 68% 80% 12%

8 77% 94% 17%

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

We successfully transitioned our school into a full Dual Language Middle School Program. These current students are the students that were with North Grade from Kindergarten/1st grade. Permitted to students not only to retain their native language but also they were able to transfer their knowledge in all contents. The secondary level teachers have high expectations for all the students and themselves therefore they are constantly ensuring that the students are exposed to the rigor of the standards.

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

1. There is a need to re-focus in science with an emphasis on implementation of content and deeper understanding. We need to provide additional support to help with achievement in this content area including focused teacher planning/collaboration & professional development to ensure we meet the needs of all of our students in an equitable and accessible manner.

2. During PLCs, we will focus on developing effective and relevant instruction through: unpacking standards, analyzing data, developing standards based lesson using vetted resources and materials from the District, share best practices, following/participating with the coaching continuum model,

3. If we focus on a positive impact to learning gains by ensuring standards based instruction and effective the use of research-based strategies and resources, we will ensure student learning and improved student achievement towards grade level success and ensure continuous improvement. Early identification of our Low 25% will allow for ample tracking and support to ensure their growth. Low 25% students will be connected with a reading endorsed/certified interventionist to ensure closing of the achievement gap.

4. Reduction of Suspensions and Discipline Referrals - The best way to ensure students are learning is

to keep them in class. A school-wide approach to Class Dojo with points, parent communication, and expectations aligned with our School-wide Positive Behavior Supports will be re-launched.

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

Professional Development/Professional Learning Communities: Teachers will engage in deep, focused professional development, collaborative planning, and data analysis to strengthen standards-based instructional practices to accelerate student learning in ELA, Mathematics, and Science, particularly within the ESSA subgroups AMI achieving below the Federal Index. PLCs continue to be an active part of our school schedule; they receive embedded PD.

During the summer of FY21 the teachers received PD to focus on Marzano's taxonomy of instruction. Teachers will receive PD on the mental process students experience when learning. They were instructed on the understanding of the various levels of learning and the application of learning. Teachers will focus on various high-yield strategies to support student learning through: Identifying similarities and differences. Summarizing and note taking, Reinforcing effort and providing recognition, Homework and practice, Nonlinguistic representations, Cooperative learning, Setting objectives and providing feedback.

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

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

Our goals are as follows:

1. Increase Reading Proficiency in Grade 3. Through Data analyzation we will work with our Supplemental Instruction students to increase their reading proficiency.
2. Small Group Differentiated Instruction:
4. Increase in Student Engagement: Student engagement is another area of focus. To facilitate active participation in the learning process, teachers must plan and employ engagement strategies.
5. The attendance rate is important because students are more likely to succeed in academics when they attend school consistently. In addition to falling behind in academics, students who are not in school on a regular basis are more likely to not be actively involved in school. This negatively affects their social and emotional growth towards their future success. We will be targeting students with excessive absenteeism through SBT. We will be implementing district initiatives as well as setting up plans for students that are missing more than 10% of school days. At North Grade elementary we develop student engagement and participation towards 100% attendance through various incentives and recognition. For example, we do tiger ticket drawings for various prizes (pencils, fidgets and gift cards) and special seating in cafeteria, lunches with administration, etc.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

| | |
|--|---|
| Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed. | FY19 FY21 FY22 Learning Gains |
| | Math |
| | 3 49% 33% 44% 82% |
| | 4 65% 31% 54% 74% |
| | 5 60% 27% 33% 41% |
| | 6 70% 77% 96% 19% |
| | 7 68% 80% 32% |
| | 8 77% 94% 94% |
| | Algebra 1 94% 100% 6% |
| | SWDs 24% 22% 28% 6% |
| | Science |
| | 5 50% 22% 27% 5% |
| | 8 48% 35% 13% |
| | SWDs 15% 5% 9% 4% |
| | Civics |
| | 7 85% 100% 15% |
| | SWDs (N/A) |
| | |
| | |
| | |
| | When looking at the data above we see that all grades went up within ELA across all three years. Within Math we see our intermediate grades had a decline. However our secondary grades showed growth from FY21 to FY22. Our SWDs. Our SWDs within the school year of FY21 showed declines but have bridged the gap in FY22. Are content area of most concern is within Science. In alignment to the District Strategic plan we will ensure all students engage in teaching and learning that results in academic excellence. Our Instructional priority is to use trends in student data and work samples to identify learning needs in order to adjust instruction. |

February 2023 May 2023

| | |
|---|--|
| Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. | Student Learning Outcomes |
| | Math +5% in all grades +5 in all grades |
| | Science +10% |
| | Teacher Practice Outcomes |
| | By February of 2023 60% of our teachers will be utilizing differentiated small group instruction to ensure students comprehension of the standards as evidence through walk throughs and data analysis. |
| | By May of 2023 85% of our teachers will be utilizing differentiated small group instruction to ensure students comprehension of the standards as evidence through walk throughs and data analysis. |
| | Coaching Practices |
| | By February of 2023 40% of our tier 3 teachers will transition to tier 2 support services. |
| | By May of 2023 60% of our tier 2 teachers will transition to tier 1 while an addition 10% of our tier 3 teacher will transition to tier 2 support services. |
| | |
| Monitoring: Describe how this Area of Focus will be monitored for | Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support |
| | |
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|---|--|
| <p>the desired outcome.</p> | <p>for the students. At North Grade K8 we strategically plan for a variety of monitoring techniques: Review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/ portfolio/binder reviews, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/participation, all Formative/Summative Assessments and Technology. The monitoring will be supported by key members of the leadership team: Principal Assistant Principal Single School Culture Coordinator Reading Coach Dual Language Coordinator ELL Coordinator</p> |
| <p>Person responsible for monitoring outcome:</p> | <p>Nicole Patterson (nicole.patterson@palmbeachschools.org)</p> |
| <p>Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.</p> | <ol style="list-style-type: none"> 1. Incorporate small group instruction to support students learning at their ability with a variety of tasks, process, and product. 2. FSA tutoring programs to ensure learning supplemented with additional resources and teacher support. 3. Math teachers will incorporate the use of technology-based programs including Iready, Imagine Learning, Istation, and Achieve 3000. 4. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus. |
| <p>Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.</p> | <ol style="list-style-type: none"> 1. Incorporate small group instruction utilizing USA and FSQ data to meet the students' need for standards based practice and to identify areas of weakness for targeted remediation. Both USA's and FSQ's have proven successful in preparing students for the FSA. 2. Students who participate in the FSA tutoring program have demonstrated an increase in student achievement based on the most recent data from standardized assessments. 3. Iready, Imagine Learning, Istation, and Achieve 3000, have aided in significantly increasing student achievement when the programs used with fidelity. 4. PLC's and PD's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress. |

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Incorporate Small group instruction:
 - a. Students will be assessed using USA's and FSQ's in both Math and Language Arts. Teachers will utilize Differentiated Instruction strategies and small group instruction in all ELA and Math courses.
 - b. Teachers will analyze student data to determine strengths and weaknesses in content area.
 - c. Teachers will create all small group rotational cycles to ensure all students supported at their abilities (SWDs, whites).
 - d. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching

methodologies to support all learners.

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

f. Monitoring will occur through classroom walks and student data analysis.

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

2. Tutorials:

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

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

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

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

e. Students will be selected and grouped for pullout tutorials, afterschool and Saturday success academies based on the results from FY23 FSA/EOCs, FSQs, USAs and Winter Diagnostics; and ESSA identified subgroups:SWD

F. Monitoring will occur through attendance logs and data analysis

Person Responsible Nathalie Drahos (n.drahos@palmbeachschools.org)

3. Adaptive Technology (Iready, IXL):

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

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

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

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

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

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

F. Monitoring will occur through classroom walks and student data analysis

Person Responsible Sarah Larralde (sarah.larralde@palmbeachschools.org)

PLC's/Professional Development:

a. Development of a PLC schedule to include all content area teachers, resource teachers, and electives.

b. The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs

c. The SSCC, Dual Language Coach, Reading Coach and ESOL Coordinator will develop and implement the coaching cycle to build teachers capacity with the gradual release model, small group instruction and differentiated instruction.

d. Instructional coaches and resource teachers will assist with standards-based planning to build teachers capacity with FSA standards and item specifications during PLCs. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.

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

F. Monitoring will occur through classroom walks and PLC Agendas

Person Responsible Janelle Giebus (janelle.giebus@palmbeachschools.org)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

If we focus on Standards-based instruction to increase overall k-2 proficiency school-wide in ELA, then we will increase student proficiency in 3rd grade and ensure alignment to the District's Strategic Plan, Theme 1 Academic Excellence and Growth. Our instructional priority is to monitor student understanding and provide corrective feedback aligned to the benchmark and intended learning.

According to the data our students are not entering third grade prepared for the rigors of the standards and state assessment. According to iReady FY 22 data 28% of our incoming third grade students are reading at an on-grade level data. iReady also shows that our overall primary grades proficiency is low. (Data of Window 3 of last year FY22)

Kindergarten- 31% Proficient

First Grade- 25% Proficient

Second Grade- 19% Proficient

It also gives us data to support a lack of proficiency in foundational skills

Phonological awareness- 30% Proficient

Phonics- 29% Proficient

High-Frequency Words- 33% Proficient

Vocabulary- 19% Proficient

Due to a lack of foundational skills, students overall reading comprehension proficiency is 31% For literature text and 36% for Nonfiction text.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

In alignment to the District Strategic plan we will ensure all students engage in teaching and learning that results in academic excellence. Our Instructional priority is to use trends in student data and work samples to identify learning needs in order to adjust instruction.

FY19 FY21 FY22 Learning Gains

ELA

3 33% 40% 43% 55%
 4 64% 35% 51% 68%
 5 59% 39% 44% 67%
 6 40% 59% 82% 84%
 7 50% 65% 63%
 8 44% 70% 73%
 SWDs 18% 12% 28% 16%

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

February 2023 May 2023

Student Learning Outcomes

Math +5% in all grades +5 in all grades

Science +10%

Teacher Practice Outcomes

By February of 2023 60% of our teachers will be utilizing differentiated small group instruction to ensure students comprehension of the standards as evidence through walk throughs and data analysis.

By May of 2023 85% of our teachers will be utilizing differentiated small group instruction to ensure students comprehension of the standards as evidence through walk throughs and data analysis.

Coaching Practices

By February of 2023 40% of our tier 3 teacher will transition to tier 2 support services.

By May of 2023 60% of our tier 2 teachers will transition to tier 1 while an addition 10% of our tier 3 teacher will transition to tier 2 support services.

Grades 3-5: Measureable Outcome(s)

February 2023 May 2023

Student Learning Outcomes

Math +5% in all grades +5 in all grades

Science +10%

Teacher Practice Outcomes

By February of 2023 60% of our teachers will be utilizing differentiated small group instruction to ensure students comprehension of the standards as evidence through walk throughs and data analysis.

By May of 2023 85% of our teachers will be utilizing differentiated small group instruction to ensure students comprehension of the standards as evidence through walk throughs and data analysis.

Coaching Practices

By February of 2023 40% of our tier 3 teacher will transition to tier 2 support services.

By May of 2023 60% of our tier 2 teachers will transition to tier 1 while an addition 10% of our tier 3 teacher will transition to tier 2 support services.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. At North Grade K8 we strategically plan for a variety of monitoring techniques: Review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/portfolio/binder reviews, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/participation, all Formative/Summative Assessments and Technology.

The monitoring will be supported by key members of the leadership team:

Principal

Assistant Principal

Single School Culture Coordinator

Reading Coach

Dual Language Coordinator

ELL Coordinator

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Patterson, Nicole, nicole.patterson@palmbeachschools.org

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

1. Incorporate Small group instruction to support students learning at their ability with a variety of tasks, process, and product.
2. F.A.S.T. tutoring programs to ensure learning supplemented with additional resources and teacher support.
3. Math teachers will incorporate the use of technology-based programs including Iready, Imagine Learning, Istation, and Achieve 3000.
4. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

1. Incorporate small group instruction utilizing USA and FSQ data to meet the students' need for standards based practice and to identify areas of weakness for targeted remediation. Both USA's and FSQ's have proven successful in preparing students for the F.A.S.T.
2. Students who participate in the F.A.S.T tutoring program have demonstrated an increase in student achievement based on the most recent data from standardized assessments.
3. Iready, Imagine Learning, Istation, and Achieve 3000. have aided in significantly increasing student achievement when the programs used with fidelity.
4. PLC's and PD's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

| Action Step | Person Responsible for Monitoring |
|--|--|
| Develop Literacy Leadership Schools must have a Literacy Leadership Team, consisting, in part, of a School administrator, Reading Coach Dual Language Coordinator ESOL Coordinator Single School Culture Coordinator Develop a plan to monitor the implementation & ensure compliance with the reading plan Walkthroughs to weekly monitor and support reading instruction & intervention. | Patterson, Nicole, nicole.patterson@palmbeachschools.org |
| 1. Incorporate Small group instruction; focusing on four aspects of Literacy; writing, reading, speaking & listening) (Professional Learning/Literacy Coaching) | Giebus, Janelle, janelle.giebus@palmbeachschools.org |
| 1. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success. | Drahos, Nathalie, n.drahos@palmbeachschools.org |

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Our school builds a Positive School Environment by integrating a Single Schoolwide Positive Behavior system (PBIS) in every aspect of the student's day. We embed our Universal Guidelines at school in the classroom, fine arts, cafeteria, hallways and afterschool for Success and Positivity. Our PBIS universal school guidelines and matrix is evident through specific practices and students will be responsible to abide by the guidelines to be a Respectful, Responsible and Kind student. A single school culture of excellence will also be achieved by our monthly committee sessions.

We will continue to maintain a Single School Culture of excellence and strive to improve climate in a variety of ways. We continue to maintain a single school culture through PBIS monthly celebrations as well as monthly committee meeting to discuss applicable topics based on school culture, climate and mental health. We are also implementing social emotional learning for students to work on emotional well being. We communicate these expectations to parents via parent meetings, SAC meetings, newsletters, emails and text. We have monthly PBIS committee meeting with grade level representatives, PBIS Coach, and Administration to discuss data and student protocols.

We instill citizenship through our Safety Patrols. This group consists of only 5th grade students who are responsible, respectful, and set a good example for all students. Their main job is to maintain the safety of our students. They begin their day on post at 7:30 AM by assisting students throughout our campus. At the end of the day, they are back on post ensuring that the students get home safely. Safety Patrols who prove to be responsible and respectful also have the opportunity to travel to Washington, D.C. for the annual field trip. This trip is only open to safety patrols and consists of a 4-day tour of Williamsburg/Jamestown, and Washington, D.C. It is truly an honor for students to serve as patrols in this club, and we are very proud of all of our patrols who are such positive role models.

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

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

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

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

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

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

We work with various community stakeholders, Guatemalan Maya Center, Guatemalan Consulate, Multilingual Psychotherapy Centers. Community Partners, First Presbyterian Church. Back to Basics Inc, and Living Hunger Center .We received a \$8000 Grant from Teamwork to add to our Music Inventory. We work with partners to assure the educational, financial, hunger, and social emotional needs of all our students and in some case we target/EQUITY our migrant, hispanic and native american population.

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

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

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

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

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

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

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

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

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