

The School District of Palm Beach County

# Northmore Elementary School



2022-23 Schoolwide Improvement Plan

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# Northmore Elementary School

4111 N TERRACE DR, West Palm Beach, FL 33407

<https://nmes.palmbeachschools.org>

## Demographics

**Principal: Cory Friess**

Start Date for this Principal: 7/12/2021

<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>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 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>	2021-22: C (44%) 2018-19: B (54%) 2017-18: C (47%)
<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>	ATSI
* 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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# Northmore Elementary School

4111 N TERRACE DR, West Palm Beach, FL 33407

<https://nmes.palmbeachschools.org>

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>Elementary School PK-5</p>	<p><b>2021-22 Title I School</b></p> <p>Yes</p>	<p><b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>100%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>96%</p>

## School Grades History

<b>Year</b>	<b>2021-22</b>	<b>2020-21</b>	<b>2019-20</b>	<b>2018-19</b>
<b>Grade</b>	C	C	B	B

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## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

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

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

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

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

### School Leadership Team

#### **Membership**

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
Friess, Cory	Principal	<p>The school principal is the educational leader of the school and assumes the responsibility of promoting safety, providing equity and access to the curriculum, expecting academic success for all students, and allocating and managing resources to support instruction. Some of the essential functions of the school principal includes:</p> <ol style="list-style-type: none"> <li>(1) Deepens understanding of standards and engages faculty, students, parents, and community members to understand the standards and the vision of academic success aligned to college-and career-readiness.</li> <li>(2) Meets one-on-one, in teams, and as a whole faculty to reinforce high expectations for students and staff, develop plans to achieve the visions and standards, review with evidence progress toward the goals, and identify exemplars of the vision in action and barriers to it.</li> <li>(3) Demonstrates through daily decisions and actions that the school's priority is academic success for every student.</li> <li>(4) Serves as the cheerleader, coach, and standard bearer for the vision.</li> <li>(5) Functions collaboratively with the School Advisory Council to assess school needs, develop a meaningful School Improvement Plan, and introduce those changes in school programs and personnel assignments that will result in achievement of school performance objectives and other District goals.</li> <li>(6) Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center.</li> <li>(7) Creates time within the school day for professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge.</li> <li>(8) Be present in classrooms and learning communities frequently to lend support to teachers and keeps abreast of their professional learning and instructional needs.</li> <li>(9) Develops staff's capacity to collaborate effectively about standards and effective instruction.</li> <li>(10) Builds a culture of pride, trust, and respect.</li> <li>(11) Implements and monitors an effective approach to bullying prevention.</li> <li>(12) Aligns new and existing community and parent partnerships.</li> <li>(13) Provides professional learning for teacher leaders to ensure they have the knowledge, skills, and dispositions to fulfill their responsibilities as facilitators of learning among peers, have deep understanding of content and</li> </ol>

Name	Position Title	Job Duties and Responsibilities
		<p>standards, instructional credibility, and professional respect and trust.</p> <p>(14) Sets expectations for staff for engaging with teacher leaders in ongoing efforts to improve instruction and student learning.</p> <p>(15) Implements a comprehensive performance management system.</p> <p>(16) Develops deep understanding of standards and requisite classroom curriculum and instruction to achieve the standards.</p> <p>(17) Sets clear goals with individuals, teams, and the whole faculty for student achievement and effective instruction aligned with the vision for academic success aligned to the new standards.</p> <p>(18) Quickly and proactively addresses problems in instruction and student learning.</p> <p>(19) Visits classrooms to support and monitor instruction and provides frequent constructive feedback to individuals, teams, and whole faculty on progress toward those goals.</p> <p>(20) Hires teachers with deep content knowledge, competence in pedagogy, and understanding of pedagogical content knowledge; provides intensive mentoring to new staff members to bring them up-to-date with other staff to prevent gaps in student learning.</p> <p>(21) Taps the expertise of teachers who have solved persistent instructional problems and supports sharing of these practices and ongoing inquiry among staff.</p> <p>(22) Uses data to inform decisions and instruction, professional learning, performance, and student learning.</p> <p>(23) Reflects on competing priorities and focuses attention on those that will have the greatest leverage in improving instruction and learning while simultaneously working with colleagues and supervisors to eliminate or diminish those that interfere with instructional leadership.</p> <p>(24) Collaborates with peers, staff, and supervisors to clarify priorities for student and staff learning.</p> <p>(25) Supervises and evaluates all school-based personnel, including conducting performance appraisal sessions which are extensions of a Board-approved personnel assessment system, making reappointment recommendations and providing staff development/training opportunities.</p> <p>(26) Manages and supervises the school's financial resources, including the preparation of the school's budget, the monitoring of internal accounts, and the review and approval of purchases and payments for all goods and services received.</p>



Name	Position Title	Job Duties and Responsibilities
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(27) Maintains appropriate records related to pupil attendance, FTE generation, instructional and non-instructional school-based personnel, and property inventories and ensures the accuracy and timeliness of all school reports.

(28) Provides effective communications with and seeks input from parents, teachers, students and the community via systematic processes.

(29) Keeps fully abreast of and diligently enforces appropriate federal, state, and local statutes; and complies with audit requirements, School Board policies and administrative directives.

(30) Effectively implements resource optimization, including programmatic decisions based on program evaluation or return on investment.

Granger, Jalisa	Instructional Coach	<p>The PLC Facilitator and Literacy Coach is a leadership team member who serves as an educational leader on the campus, with the primary focus of increasing teacher capacity. Some essential functions of the PLC Facilitator and Literacy Coach includes:</p> <p>(1) Planning and facilitating Professional Development Sessions, including Professional Learning Communities (PLCs), for all teachers based on school and individual teacher needs.</p> <p>(2) Conducts coaching cycles in ELA with veteran and new teachers utilizing the coaching framework that includes: data driven observations, planning, co-planning, modeling, co-teaching, conferencing and mentoring.</p> <p>(3) Serves as the Marzano Liaison, which requires training teachers on the Palm Beach Model of Instruction and the development of their Professional Growth Plans.</p> <p>(4) Develops and enhances curriculum resources that align to the B.E.S.T. standards to assist teachers with instruction.</p> <p>(5) Coordinates high-quality tutorials for students in 3rd - 5th Grades, while training tutors in the academic programs being used.</p>
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Karpy, Mallorie	ELL Compliance Specialist	<p>The ESOL Coordinator is a leadership team member who serves as an educational leader on the campus, with the primary focus of ESOL compliance and instructional support. Some essential functions of the ESOL Coordinator includes:</p> <p>(1) Ensuring that all ESOL compliance documents are completed accurately and in a timely manner.</p> <p>(2) Ensuring that research-based ESOL curriculum is used by the ESOL Teachers that is meant to meet the needs of the ELL students they are</p>
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Name	Position Title	Job Duties and Responsibilities
		<p>servicing.</p> <p>(3) Coaching ESOL Teachers, ESOL Facilitator and General Education Teachers in utilizing "ESOL Go-To Strategies" to assist ELL students in understanding the Florida B.E.S.T. standards.</p> <p>(4) Coordinating the WIDA ACCESS test for all ELL students.</p>
<p>Kilic, Michelle</p>	<p>Teacher, K-12</p>	<p>The Grants Coordinator and ESOL Teacher is a leadership team member who serves as an educational leader on the campus, with the primary focus of writing and developing grants for the school in order to sustain various projects. Some essential functions of the Grants Coordinator and ESOL Teacher include:</p> <p>(1) Researching, writing and maintaining various grants throughout the school based on the vision and mission set forth by the principal.</p> <p>(2) Supporting teachers and students in fundraising efforts to assist them in attending conferences and field trips.</p> <p>(3) Providing high-quality instruction for ESOL students in need of small group support.</p> <p>(4) Serve as the PTO President in order to find money for ways in which the school can be supported.</p>
<p>Mayall, Jyl</p>	<p>Teacher, ESE</p>	<p>The ESE Coordinator is a leadership team member who serves as an educational leader on the campus, with the primary focus of ensuring ESE compliance as per State and National statutes. Some essential functions of the ESE Coordinator includes:</p> <p>(1) Ensuring that all ESE paperwork is completed accurately and in a timely manner.</p> <p>(2) Assisting ESE Teachers in selecting research-based curriculum that is meant to meet the IEP Goals of the students that they are servicing.</p> <p>(3) Serving as an active member on the School Based Team in order to provide collaborative support for students who are in the intervention process.</p> <p>(4) Providing observational and behavioral support for ESE students, as well as coaching other teachers and staff members in meeting the behavioral goals of our ESE students.</p>
<p>Pedraza, Cindy</p>	<p>Assistant Principal</p>	<p>The school assistant principal supports the principal as educational leader of the school in all aspects of administration, including promoting safety, providing equity and access to the curriculum, and expecting academic</p>

Name	Position Title	Job Duties and Responsibilities
		<p>success for all students. Some essential functions of the assistant principal include:</p> <ol style="list-style-type: none"> <li>(1) Deepens understanding of standards and engages faculty, students, parents, and community members to understand the standards and the vision of academic success aligned to college- and career-readiness.</li> <li>(2) Meets one-on-one, in teams, and as a whole faculty to reinforce high expectations for students and staff, develop plans to achieve the visions and standards, review with evidence progress toward the goals, and identify exemplars of the vision in action and barriers to it.</li> <li>(3) Monitors the implementation of effective instruction to meet the needs of all students.</li> <li>(4) Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center.</li> <li>(5) Supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge.</li> <li>(6) Be present in classrooms and learning communities frequently to lend support to teachers and keeps abreast of their professional learning and instructional needs.</li> <li>(7) Develops staff's capacity to collaborate effectively about standards and effective instruction.</li> <li>(8) Celebrates success as well as opportunities for growth.</li> <li>(9) Supports the principal in building a culture of pride, trust, and respect.</li> <li>(10) Supports the principal in implementing and monitoring an effective approach to bullying prevention.</li> <li>(11) Advocates and supports teacher leaders to expand instructional leadership and job-embedded professional learning in the school.</li> <li>(12) Supports professional learning for teacher leaders to ensure they have the knowledge, skills, and dispositions to fulfill their responsibilities as facilitators of learning among peers, have deep understanding of content and standards, instructional credibility, and professional respect and trust.</li> <li>(13) Carries out the principal's expectations for staff for engaging with teacher leaders in ongoing efforts to improve instruction and student learning.</li> <li>(14) Assists the principal in implementing rigorous project management, structures, protocols, and processes.</li> </ol>

Name	Position Title	Job Duties and Responsibilities
		<p>(15) Develops deep understanding of standards and requisite classroom curriculum and instruction to achieve the standards.</p> <p>(16) Quickly and proactively addresses problems in instruction and student learning.</p> <p>(17) Visits classrooms to support and monitor instruction and provides frequent constructive feedback to individuals, teams, and whole faculty on progress toward those goals.</p> <p>(18) Monitors and improves instruction.</p> <p>(19) Provides intensive mentoring to new staff members to bring them up-to-date with other staff to prevent gaps in student learning.</p> <p>(20) Uses data to inform decisions and instruction, professional learning, performance, and student learning.</p> <p>(21) Analyzes the scope of change required within the school and classrooms to select and implement appropriate leadership practices to improve instruction and student learning.</p> <p>(22) Collaborates with peers, staff, and supervisors to clarify priorities for student and staff learning.</p> <p>(23) Supervises and provides input on evaluations for school-based personnel as part of a Board-approved personnel assessment system, including providing input on staff development/training opportunities.</p> <p>(24) Assists the principal in supervising the school's food, transportation, maintenance, facility and support services.</p> <p>(25) Monitors systemic customer service.</p>

Rowe,  
Stacey

Curriculum  
Resource  
Teacher

The School Based Team Leader and 504 Designee is a leadership team member who serves as an educational leader on the campus, with the primary focus of student interventions. Some essential functions of the School Based Team Leader and 504 Designee includes:

- (1) Facilitating School Based Team meetings based on paperwork submitted by educators and working with the team of teachers and administrators to determine if the students will receive supplemental or intensive interventions.
- (2) Organizing students into intervention groups based on needs utilizing data and assigning them to specific intervention teachers who will utilize district approved intervention programs.
- (3) Serving as the Case Liaison for students in the School Based Team

Name	Position Title	Job Duties and Responsibilities
		<p>process to ensure data is collected accurately and graphed to show trends.</p> <p>(4) Facilitating 504 meetings for students with identified medical diagnosis.</p>
Sanon, Jammy	Administrative Support	<p>The School Administrative Assistant is a leadership team member who serves as a school leader responsible for assisting with school personnel and operations. Some essential functions of the School Administrative Assistant includes:</p> <p>(1) Functions as lead administrative support and contact for a School Principal at an assigned school/site.</p> <p>(2) Works collaboratively with School Administrators to ascertain and address school needs; functions as liaison between District staff, school staff, students and parents accordingly.</p> <p>(3) Performs high level administrative, technical and professional work in training, motivating, managing and supervising office staff in daily office administration.</p> <p>(4) Performs personnel administration activities, e.g., advertising, screenings and interview scheduling; processing new hires, transfers, separations and personnel records; processing payroll, supplements, worker’s compensation and travel reports.</p> <p>(5) Maintains and professionally communicates current knowledge and information regarding District policies and school programs, processes and procedures to staff and the public.</p> <p>(6) Answers the telephone, responds to inquiries and provides public information based on extensive knowledge of school programs and activities to citizens, civic groups, the media, and other interests and agencies as requested.</p> <p>(7) Establishes and adheres to guidelines and procedures for administrative support protocols, e.g., processing correspondence, maintaining hard copy and electronic file systems, maintaining work order and safety records, managing records retention.</p> <p>(8) Maintains and updates school information resources, e.g., policies, programs and procedures; student and staff handbooks; school newsletter.</p> <p>(9) Coordinates various activities and initiatives, e.g., preparations for workshops, meetings, and seminars; master key and buildings access; receipt and processing of substitute teaching staff.</p> <p>(10) Makes decisions in the absence of the School Administrators(s) within established guidelines and scope of authority.</p>

Name	Position Title	Job Duties and Responsibilities
Scott, Cynthia	School Counselor	<p>(1) Maintains confidentiality and discretion with respect to school and related District business matters, including confidential matters applicable to functional areas of responsibility.</p> <p>The Certified School Counselor is a leadership team member who serves as a school leader responsible for coordinating and establishing mental health services for our students. Some essential functions of the Certified School Counselor includes:</p> <p>(1) Serving as the Team Leader of the Mental Health Team, which requires the coordination of all mental health services on campus.</p> <p>(2) Processes Mental Health Referrals signed by parents for a student and then assigns the student to a mental health professional for services.</p> <p>(3) Conducts individual and small group counseling sessions for students based on their vast needs.</p> <p>(4) Serves as the lead investigator when bullying and harassment complaints are made about other students,</p>
Self, Shara	Curriculum Resource Teacher	<p>The Math Curriculum Resource Teacher and SAC Chair is a leadership team member who serves as a school leader responsible for building teacher capacity in mathematics and serving as a community liaison. Some essential functions of the Math Curriculum Resource Teacher and SAC Chair includes:</p> <p>(1) Planning and facilitating Professional Development Sessions, including Professional Learning Communities (PLCs), for teachers in mathematics based on school or individual needs.</p> <p>(2) Conducts coaching cycles in mathematics with veteran and new teachers utilizing the coaching framework that includes: data driven observations, planning, co-planning, modeling, co-teaching, conferencing and mentoring.</p> <p>(3) Develops and enhances curriculum resources that align to the B.E.S.T. standards to assist teachers with instruction in mathematics.</p> <p>(4) Facilitates SAC meetings for the community once a month where pertinent information is shared about what is happening in the school community, district, state and nation.</p> <p>(5) Serves as the coordinator of the 21st Century program, which is a free aftercare program where students receive support in academics and participate in STEM activities.</p>
Watkins, Jacob	Administrative Support	<p>The single school culture coordinator is a school-based administrator who supports the principal and assistant principal as educational leader of the</p>

Name	Position Title	Job Duties and Responsibilities
		<p>school in various aspects of administration with a primary focus on curriculum, culture and climate, and expecting academic success for all students. Some essential functions of the single school culture coordinator includes:</p> <ol style="list-style-type: none"> <li>(1) Provides teachers with instructional leadership and support for the continuous academic improvement of all students in accordance with Florida Standards.</li> <li>(2) Functions as Florida Standards expert in mentoring and coaching teachers to build literacy instruction.</li> <li>(3) Provides coaching, support, and professional learning strategies to individual teachers to improve classroom instruction and facilitate growth as highly effective educators.</li> <li>(4) Provides modeling and coaching support for small group instruction.</li> <li>(5) Provides curricular support for Summer bridge / Summer slide programs.</li> <li>(6) Applies principles and practices of Multi-Tiered System of Supports (MTSS) in behavior/academic intervention determination and student progress monitoring in the Response to Intervention (Rti) process.</li> <li>(7) Assists the District in ensuring cultural/social competence and responsiveness within the instructional practices and in the implementation of the school-wide culture.</li> <li>(8) Monitors and ensures effective instruction and equitable access to resources necessary for the success of all students.</li> <li>(9) Uses existing data appropriately to diagnose and assess student needs; guides teachers in tailoring instruction to meet individual needs.</li> <li>(10) Provides side-by-side support at Learning Team Meetings (LTM) or Professional Learning Communities (PLC).</li> <li>(11) Facilitates the implementation of instructional programming, digital, and blended learning customized to the individual strengths, needs, and aspirations of each student.</li> <li>(12) Guides teachers in effectively using data to make adjustments to instruction, successful alignment and implementation of school improvement decisions, and development of the school-wide culture.</li> <li>(13) Meets regularly with school/district administration to ensure continual alignment to the District Strategic Plan.</li> <li>(14) Stays abreast of the latest research regarding curriculum, instruction, and professional development related to their content areas.</li> </ol>



Name	Position Title	Job Duties and Responsibilities
Winston, Melissa	Teacher, K-12	<p>The Support Academic Instruction (SAI) Teacher and School-wide Positive Support (SwPBS) Chair is a leadership team member who serves as a school leader responsible for teaching students in need of intervention and coordinating school-wide positive support initiatives. Some essential functions of the SAI Teacher and SwPBS Chair includes:</p> <p>(1) Teaching retained students who are in need of important interventions to help support their academic growth.</p>

**Demographic Information**

**Principal start date**

Monday 7/12/2021, Cory Friess

**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.*

1

**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.*

17

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

56

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

634

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

5

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

14

**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	112	113	100	113	85	114	0	0	0	0	0	0	0	637
Attendance below 90 percent	43	33	33	46	26	48	0	0	0	0	0	0	0	229
One or more suspensions	8	3	5	8	15	16	0	0	0	0	0	0	0	55
Course failure in ELA	39	72	53	82	54	61	0	0	0	0	0	0	0	361
Course failure in Math	39	58	46	50	15	44	0	0	0	0	0	0	0	252
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	65	39	46	0	0	0	0	0	0	0	150
Level 1 on 2022 statewide FSA Math assessment	0	0	0	50	26	49	0	0	0	0	0	0	0	125
Number of students with a substantial reading deficiency	39	72	53	65	39	46	0	0	0	0	0	0	0	314

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	39	58	47	81	48	71	0	0	0	0	0	0	0	344

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	0	0	2	42	1	0	0	0	0	0	0	0	0	45
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Saturday 9/17/2022

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	52	51	85	60	83	0	0	0	0	0	0	0	331

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	1	11	10	17	0	0	0	0	0	0	0	39
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	52	51	85	60	83	0	0	0	0	0	0	0	331

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	1	11	10	17	0	0	0	0	0	0	0	39
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**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	31%	59%	56%				44%	58%	57%
ELA Learning Gains	58%						54%	63%	58%
ELA Lowest 25th Percentile	48%						45%	56%	53%
Math Achievement	39%	53%	50%				60%	68%	63%
Math Learning Gains	58%						72%	68%	62%
Math Lowest 25th Percentile	53%						61%	59%	51%
Science Achievement	24%	59%	59%				45%	51%	53%

**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	36%	54%	-18%	58%	-22%
Cohort Comparison		0%				
04	2022					
	2019	48%	62%	-14%	58%	-10%
Cohort Comparison		-36%				
05	2022					
	2019	28%	59%	-31%	56%	-28%
Cohort Comparison		-48%				

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	56%	65%	-9%	62%	-6%
Cohort Comparison		0%				
04	2022					
	2019	57%	67%	-10%	64%	-7%
Cohort Comparison		-56%				
05	2022					
	2019	39%	65%	-26%	60%	-21%
Cohort Comparison		-57%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	37%	51%	-14%	53%	-16%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

**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	13	41	27	29	61	20	14				
ELL	22	52	50	35	63	63	17				
BLK	40	65	36	43	54	29	25				
HSP	23	53	53	36	63	67	20				
FRL	30	57	47	39	58	53	23				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	8	43		18	21		8				
ELL	28	49	47	35	34	33	35				
AMI											
BLK	34	38		35	25		29				
HSP	30	50	43	36	34	36	32				
FRL	33	46	40	36	30	20	31				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	24	38	23	48	63	73	35				
ELL	41	53	43	60	73	55	28				
BLK	43	53	43	58	68	54	47				
HSP	45	58	45	60	74	63	44				
WHT	50	50									
FRL	43	53	46	61	73	62	42				

**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	46
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	59

<b>ESSA Federal Index</b>	
Total Points Earned for the Federal Index	370
Total Components for the Federal Index	8
Percent Tested	100%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
<b>English Language Learners</b>	
Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Native American Students</b>	
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
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	

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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
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?**

Based on the SY22 Florida Standards Assessment (FSA), student achievement had a lower proficiency than in previous school years in ELA, Math and Science. However, the data shows that student learning gains across all subject areas were adequate. Students who were identified as part of the L25 subgroup did not make the expected amount of growth nor proficiency when compared to the students who took the FSA in SY23. In addition to this, our SWD subgroup was significantly below all of the other subgroups in both proficiency and growth.

The data from SY19 to SY22 also showed a significant decline in student performance among all subject areas and all subgroups. This was due to the COVID-19 pandemic where the students were not in school and learning virtually. Some of the primary data decreases include 13% in ELA proficiency, 21% in math proficiency, 14% learning gains in math, 8% in math L25 and 21% in science. Although we saw increases in our data for SY22, we are setting goals to see higher gains in SY23 based on the new state testing FAST platform.

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

There were various data components utilized throughout the school year to determine academic trends such as i-Ready, Imagine Learning, district curriculum assessments, ACCESS for ELLs 2.0 and the FSA. After desegregating the data, the greatest need amongst all students was vocabulary acquisition (75% of students demonstrated this need). Students in all subgroups demonstrated a deficiency in answering questions that focused on the utilization of content specific vocabulary.

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

The contributing factors to this need of improvement comes from a variety of factors. One primary factor is the students' lack of exposure to content specific vocabulary due to limited background knowledge and experiences that stem from their low socioeconomic status. Another factor is the percentage of students who have a limited English language proficiency due to lack of opportunities for language development outside of the school day. Some actions we are taking to combat these factors include infusing vocabulary in all content areas, providing high-quality training for staff and parents in helping student acquire tier 2 vocabulary and providing additional academic supports before, during and after the school day. In addition to this, we require that student participate in authentic real world experiences both on and off campus, including field trips and in-school presentations.

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

There were various data components utilized throughout the school year to determine academic trends such as i-Ready, Imagine Learning, district curriculum assessments, ACCESS for ELLs 2.0 and the FSA. After desegregating the data, the area of improvement that stands out is math learning gains from SY21 to SY22. We had an increase of 29% in overall math learning gains and an increase of 33% in overall math learning gains for students in the L25. All subgroups showed at least 5% points of growth in mathematics.

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

There were several contributing factors to this improvement in mathematics growth. This included the strategic placement of staff members in key mathematics positions. For example, one teacher in 4th Grade had her schedule changed to teach all of the 4th Grade students in the primary math standards. Our curriculum administrator was placed in various math classes to provide academic coaching and teaching support. We also incorporated in-school tutors to create a "double down" approach during the mathematics block, which allowed students to work with two adults during differentiated small group rotations. In addition to all of this, we provided students with tutorials before, during and after school based on their various mathematics needs.

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

In order to accelerate student learning, there are various strategies that we plan on implementing this school year. In order to provide students with a diverse classroom experience, we will provide all teachers with Instructional Coaching support in ELA and Mathematics by our Single School Culture Coordinator, PLC Facilitator and Math Resource Teacher (Coach) to build teacher capacity. We are also implementing innovative instructional enrichment strategies such as Project Based Learning in all grade levels, which infuses all subject areas that assists in developing oral language and vocabulary skills. Teachers and staff are also utilizing research-based academic programs that have proven student results such as Benchmark (ELA), enVision (Math), LLI (Interventions), FCRR (Core ELA) and others. Our school is also infusing Performing Arts to reinforce different content area experiences in Musical Theater, Dance and Band.



**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.**

There are various Professional Development opportunities that our teachers and staff will participate in this school year to assist in accelerating student learning. On a weekly basis, our teachers take part in teacher-driven Professional Learning Communities (PLCs) that are guided by teacher leaders and administration. In order to help teachers prepare for implementing best instructional practices, they are given the opportunity to plan with instructional leadership members in half and full day planning sessions. In addition to this, we have built in Professional Development Days (PDD) which focus on the topics outlined in our School Improvement Plan. These PDD opportunities will be facilitated by Instructional Specialists from the District and Region, State Literacy Director, and School-Based Leadership.

**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, we will utilize several additional services. As a school under the Project Ignite Grant, we will utilize the Traction Planner to keep us on track with our goals and ensure accountability weekly. Year round tutorial will also be implemented for students in all grade levels to build on their academic deficiencies, starting with students in our L25 subgroups. We also take the “grow your own approach”, where we provide consistent opportunities for teachers and staff members to strengthen their academic practices and place them into positions that best meet the needs of the students and their own academic growth.

**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.**

Instructional Practices relating to Standards-Aligned Instruction is our area of focus for various reasons. When looking at the FSA Data from SY22, the proficiency rates were 31% in ELA, 39% in Math and 24% in Science. Additionally, the SY23 i-Ready Window 1 Diagnostic shows that 88% of students are below grade level in the area of vocabulary acquisition. Due to this fact, we will be focusing on instructional practices related to vocabulary acquisition as a way to improve overall student proficiency in all subject areas in kindergarten – 5th grade.

**Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

By the end of the 2022-2023 school year, at least 75% of our students in kindergarten - 5th grades will show the expected growth needed in order to achieve proficiency from the beginning of the year progress monitoring assessments to the end of the year progress monitoring assessments in ELA, Math and Science.

**Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.**

The area of focus will be monitored through the examination of student data based on the various district and state assessments the students take on a weekly basis. This data will be utilized to drive instruction, shift instructional focuses and develop professional development opportunities.

**Person responsible for monitoring outcome:**

Cory Friess ([cory.friess@palmbeachschools.org](mailto:cory.friess@palmbeachschools.org))

**Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.**

Strategy 1:

The evidence based strategy that will be utilized to monitor this area of focus includes the use of interactive word walls. These interactive word walls will allow for teachers to explicitly teach word relationships and give ownership of learning opportunities to the students. This research-based strategy comes directly from the ELA B.E.S.T. Standards Handbook created by the State of Florida.

Strategy 2:

The evidence based strategy that will be utilized to monitor this are of focus includes the use of visual learning to reinforce content specific vocabulary. Through infusing pictures and videos, students will be able to develop an enhanced understanding of the meaning of the word as it relates to themselves and the world around them. This research-based strategy comes directly from the ESOL Go To Strategies that are provided by the School District.

**Rationale for Evidence-based Strategy: Explain the rationale for**

Strategy 1:

This strategy was selected to reinforce and build upon the best instructional practices already being used by teachers in their classrooms daily. These instructional practices lend themselves to vocabulary acquisition through authentic interactive student experiences with the content specific vocabulary. This research-based

strategy comes directly from the ELA B.E.S.T. Standards Handbook created by the State of Florida.

**selecting this specific strategy.**  
**Describe the resources/criteria used for selecting this strategy.**

Strategy 2:  
 This strategy was selected in order to assist teachers in providing students with scaffolded vocabulary instructional support. Because many students have not had many out of city experiences, they have not been exposed to tier 2 and tier 3 vocabulary words that are linked to the B.E.S.T. standards. Keeping this in mind, using visual representations will only help the students develop a new or deeper understand of these words and how they relate to their lives, thus increasing student academic achievement in vocabulary acquisition.

**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.

Teachers and staff members will participate in Professional Development Opportunities that are focused on vocabulary acquisition through Professional Learning Communities, Half Day Planning Sessions, Professional Development Days and Common Planning. By doing this, teachers and staff will have the opportunities to collaborate with one another, which will allow them to discuss areas of success and areas of growth.

The intended outcome of this action step is that at least 80% of the teachers are observed utilizing these strategies in their classrooms. This will be monitored by administration and instructional coaches during learning walks and additional feedback will then be provided to the teachers and staff as needed.

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

Teachers will participate in targeted instructional coaching cycles by the Single School Culture Coordinator (ELA/Math: All Grade Levels), PLC Facilitator (ELA: 3rd - 5th Grades), Math Resource Teacher (Math: All Grade Levels) and School Based Team Leader (Interventions: All Grade Levels) to increase instructional capacity in the area of focus. These coaching cycles will include a pre-conference, instructional coach observation, planning, co-planning, modeling lessons, co-teaching lessons, conferring and monitoring.

The intended outcome of this action step is that all teachers who participate in a coaching cycle will increase their capacity as educators and incorporate what they learned. This will be monitored by the instructional coaches intermittently, as well as administration during walkthroughs and Informal/Formal Observations.

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

Through implementing Professional Development and Instructional Coaching Cycles, walkthroughs will be conducted by administration on a daily basis and learning walks will be conducted by the instructional coaches on a daily basis. By doing this, administration and the instructional coaches will be able to determine if the strategies taught to the teachers were being implemented in the classroom, as well as provide knowledge on whether the strategies were helping the students acquire knowledge.

The intended outcome of this action step is that teachers who are in need of additional support will be targeted. In addition to this, this action step will allow administration and the instructional coaches to determine if the strategies are effective with the students. By doing this, modifications can be made to ensure teacher and student success.

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

Throughout the school year, student data will be analyzed by teachers and administration during Professional Learning Communities, Data Chats and Pupil Progression Meetings. This data will be tracked by the Single School Culture Coordinator on a spreadsheet in order to determine trends in each grade level, as well as our targeted students.

The intended outcome of this action step is that instructional decisions can be made based on data. This data will allow for adjustments to be made while working collaboratively with one another based on the area of focus and evidence based strategies. In addition to this, additional strategies may need to be added based on student success.

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

**#2. Positive Culture and Environment specifically relating to Academic Success**

**Area of Focus**  
**Description and Rationale:** Positive Culture and Environment specifically relating to Academic Success is another area of focus for various reasons. When analyzing the i-Ready Window 1 Diagnostics, it was discovered that only 12% of our students were on grade level in ELA and 6% of our students were on grade level in mathematics. In addition to this, based on our FSA SY22 data, students in our L25 demonstrated the least amount of growth and proficiency in ELA, Mathematics and Science. Research shows that students learn best when they encounter academic situations in a variety of contexts. Keeping this in mind, we are creating a positive culture and environment that focuses on Project Based Learning and Performing Arts to promote academic success for all of our students.  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

**Measurable Outcome:** By the end of the 2022-2023 school year, at least 75% of our students in kindergarten - 5th grades will show the expected growth needed in order to achieve proficiency from the beginning of the year progress monitoring assessments to the end of the year progress monitoring assessments in ELA, Math and Science.  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

**Monitoring:** The area of focus will be monitored through instructional walkthroughs conducted by members of the administrative team. During these walkthroughs, administration will be able to determine if these initiatives are helping the students achieve academic success. In addition to this, data will be examined for all students based on district and state assessments. This examination will go one step further by examining the performance of the students who are in the Performing Arts Performance Groups versus those students who only participate in these activities during Fine Arts.  
**Describe how this Area of Focus will be monitored for the desired outcome.**

**Person responsible for monitoring outcome:** Cory Friess (cory.friess@palmbeachschools.org)

**Evidence-based Strategy:** Strategy 1:  
 The evidence-based strategy that will be utilized to monitor this area of focus includes the integration of Project Based Learning (PBL) into the curriculum in all grade levels. By incorporating PBL into the curriculum, students will design projects that are based on the B.E.S.T. standards in all subject areas that focus on enhancing student research skills.  
**Describe the evidence-based strategy being** Strategy 2:  
 The evidence-based strategy that will be utilized to monitor this area of focus is the

**implemented for this Area of Focus.**

infusion of Arts Integration into the curriculum through the Fine Arts period. All students will have the opportunity to participate in Musical Theater, Band, Dance and Art class on a weekly basis, thus improving culture and helping improve student academic success. Students who show interest in one of the arts disciplines will have the opportunity to become part of the performing troupe, which will have them participating in competitions and school showcases.

**Rationale for Evidence-based**

**Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.**

Research shows that students engage in critical thinking and construct personal meaning through their learning in arts integrated lessons. Students develop the skills to work through problem solving and to innovate new solutions. In addition to this, students will be able to build a greater understanding across disciplines, supporting authentic experiences that engage and motivate learners. This practice provides multiple modes of learning and understanding, while also fostering imagination, creativity and personal interpretation of ideas and topics.

**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.

In order to ensure that Project Based Learning (PBL) and Arts Integration will be implemented successfully, it is imperative that funding sources are found for both programs. A two-year grant was approved for both of these programs, which will allow for these programs to continue through SY24. However, following the end of SY24, the funds from the grant will no longer be available. Due to this fact, one teacher serves as the school's Grant Coordinator in order to find sources that can be used to keep these programs running.

The intended outcome is that funding sources for both of these programs will be found through the research and writing of other grants or finding donors. This will allow for these programs to continue to thrive.

**Person Responsible** Michelle Kilic (michelle.kilic@palmbeachschools.com)

All teachers will participate in Professional Development sessions pertaining to the Project Based Learning (PBL) model. A consultant, Andre Daughy, will be providing 8 virtual PBL working sessions during PLCs, as well as 4 in person working sessions to help the teachers prepare for their PBL showcases. In addition to this, the school-based PBL Committee will provide teachers with support in infusing PBL strategies in all of the subject areas.

The intended outcome of this action step is that all teachers will be able to successfully infuse PBL into the curriculum, thus increasing student academic success. Students will be able to demonstrate this success through the creation and presentation of their projects during the PBL showcases.

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

In order to ensure that students are receiving the highest quality of Arts and Performing Arts instruction, these teachers will participate in Professional Development sessions that focus on their area of concentration and best instructional strategies. In addition to this, these teachers will participate in Professional Learning Communities once a week where they can collaborate with one another.

The intended outcome for this action step is that the Arts and Performing Arts Teachers are able to infuse what they have learned during their Professional Development sessions into their lessons. By doing this, they will be able to create a positive classroom culture that will help the students be successful academically in the arts and all subject areas.

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

To determine the effectiveness of Project Based Learning (PBL) in the classrooms, the Grants Coordinator will monitor and interpret the academic data based on students' performance in creating their projects and presenting them at the PBL Showcase. To determine the effectiveness of Arts Integration, the Grants Coordinator will monitor the academic data of all of the students, as well as the selected students who are part of the performance troupes to determine how well they are performing academically.

The intended outcome of this action step is that the data will show positive trends due to the students being able to express themselves in different modalities of learning. It will also allow administration and teachers to make adjustments to the PBL and Arts Integrated processes that are taking place.

**Person Responsible** Michelle Kilic (michelle.kilic@palmbeachschools.com)

## 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

The instructional practice relating to ELA in kindergarten – second grade is the use of vocabulary acquisition strategies that are meant to help our students gain a deeper understanding of the reading process and writing process. This was selected due to the following proficiency rates pertaining to



vocabulary acquisition: 29% proficiency for kindergarten, 5% proficiency in first grade and 6% proficiency in second grade.

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

The instructional practice relating to ELA in third – fifth grade is the use of vocabulary acquisition strategies that are meant to help our students gain a deeper understanding of the reading process and writing process. This was selected due to the following proficiency rates pertaining to vocabulary acquisition: 13% proficiency in third grade, 11% proficiency in fourth grade and 14% proficiency in fifth grade.

#### **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)**

By the end of the 2022 – 2023 school year, at least 50% of our students in kindergarten – second grades will meet proficiency in vocabulary acquisition as per the new state Progress Monitoring Assessment #3 and i-Ready Diagnostic Window 3.

#### **Grades 3-5: Measureable Outcome(s)**

By the end of the 2022 – 2023 school year, at least 50% of our students in third grade – fifth grade will meet proficiency in vocabulary acquisition as per the new state Progress Monitoring Assessment #3 and i-Ready Diagnostic Window 3.

#### **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 of the school's Areas of Focus will take place in various ways. The administration and instructional coaches will conduct walkthroughs daily to ensure that high-yield strategies are being utilized. Student data will be analyzed on a weekly basis and changes to instruction will be made based on these data points. In addition to this, administration will hold data chats with teachers and students in order to set goals and hold them accountable for those goals.

#### **Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

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**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?

The evidence-based programs that we will be using to ensure that we meet our measurable outcomes include:

(1) Benchmark Literacy System which the school district has adopted as of last year for grades kindergarten – second and this year for grades third – fifth. This program has proven results in student growth when taught with fidelity. Due to this fact, teachers will receive professional development on how to teach using this program and participate in coaching cycles / lesson studies.

(2) Leveled Literacy Intervention (LLI) which has been used as an intervention for students in the School Based Team process. All teachers will be trained on this program by the middle of October so that they can provide their students with intentional, vocabulary strategies meant to deepen student understanding. These teachers will also be supported by our Intervention Coach, who will model and support as needed.

**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?

Benchmark Literacy System utilizes a true balanced literacy approach to meet the B.E.S.T. Standards that were adopted in Florida. Benchmark enables all students to master rigorous learning goals with the support of strong differentiated instruction, focused English language development and responsive teaching based on ongoing assessment. These results have been proven in multiple states and districts.

Leveled Literacy Intervention (LLI) provides explicit instruction in the various domains of reading including: phonics, fluency, vocabulary, reading comprehension, oral language skills and writing. By using this program, teachers can match students with texts of progressive difficulty and deliver systematic lessons targeted to a student's needs and abilities. This program has been used in many states and districts with favorable results, including in Palm Beach County.

**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
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Professional Learning will take place with our teachers and staff through a variety of methods. During weekly Professional Learning Communities (PLCs), teachers will receive targeted training based on our area of focus using the district's curriculum. In addition to this, half and full day planning sessions are provided to teachers on a bi-monthly basis in order for teachers to collaborate and problem-solve when developing the unit frameworks. In addition to this, during district Professional Development Days, teachers will participate in PD provided by District/Regional Specialists, Multicultural Department Specialists, TSL Specialist and/or the Instructional Leadership Team.

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Teachers who are responsible for teaching English Language Arts (ELA) will participate in Literacy Coaching Cycles based on their needs. Teacher needs will be identified through conducting learning walks and examining student data. The principal will assign the Single School Culture Coordinator or PLC Facilitator to complete a coaching cycle with teachers based on what has been observed. In addition to this, Project Ignite Demonstration Teachers will be used to model effective instruction while conducting side-by-side coaching with the teacher. In accordance with this, teachers have the option to request coaching cycles whenever needed based on the areas in which they feel they are struggling in.

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The school will form a Literacy Leadership Team (LLT) that will meet bi-weekly with the purpose of working together to analyze school data and develop school-wide literacy initiatives based on needs. Based on the results of these initiatives implemented, the team will determine if it needs to continue or be modified to better meet the needs of the students and/or teachers. The individuals who will be part of this team include literacy experts such as the Principal, Assistant Principal, Single School Culture Coordinator, PLC Facilitator, SAI Teachers, Reading Recovery Teachers, TSL Specialist, ESOL Coordinator, ESOL Teacher and ESE Coordinator.

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

Our PBIS universal school guidelines and matrix is evident through specific practices and students will be responsible to abide by the guides to be a Safe, Optimistic, Achieving, and Respectful student. A single school culture of excellence will also be achieved by using our advisory sessions throughout the year. Northmore continues to maintain a Single School Culture of excellence and strives to improve climate in a variety of ways. We continue to maintain a single school culture through PBIS quarterly celebrations as well as advisory sessions that discuss applicable topics based on school culture/climate and mental health. We also are implementing the mental health lessons mandated by the state of Florida utilizing the Suite360 lessons which are delivered to the students from their content-area teachers.

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

The School Behavioral Health Professional (SBHP) supports the behavioral and mental health of students. The SBHP position started for the 2019-2020 school year as part of the Marjory Stoneman Douglas High School Public Safety Act to have more mental health professionals in schools and is funded through local referendum dollars. All schools in Palm Beach County have a SBHP.

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

A District Migrant Liaison coordinates with our ESOL Coordinator and ESOL School Counselor to provide school and community support services for the families of our migrant students. These supports are supplemental to school-wide supports for students and families.

Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District's Multicultural

Department to ensure the implementation with fidelity of programs and services designed to improve the outcomes of our English Language Learners.

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

In SY22, we will continue to incorporate a PAWS PLACE run by our Behavior Health Professional where students will have the opportunity to relieve stress and learn strategies to support social/emotional concerns. All students participate and learn SEL strategies during the fine arts rotation from a specially trained teacher in SEL.

Single School Culture (Academics, Behavior, Climate)

Academics:

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

Behavior: PBSS School Wide

Climate: Universal Behavioral Matrix

District resources allocated to our school:

Regional support teams

Curriculum support

Reading Interventionist

Single School Culture Coordinator

VPK Units

Curriculum Support - Professional Development

MTSS - Professional Development

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

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

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

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

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

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

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

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

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

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

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

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum. Additionally, topics addressed in greater depth through the school counselor during instruction and during special events held throughout the school year. Students will also learn character development, the character development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.