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# Northboro Elementary School

400 40TH ST, West Palm Beach, FL 33407

<https://nbes.palmbeachschools.org>

## Demographics

**Principal: Chanda Kinlaw**

Start Date for this Principal: 12/10/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>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: B (57%) 2018-19: A (63%) 2017-18: B (54%)
<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>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

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

**SIP Authority**

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

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

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

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

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

**Purpose and Outline of the SIP**

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

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# Northboro Elementary School

400 40TH ST, West Palm Beach, FL 33407

<https://nbes.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

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

## School Board Approval

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## SIP Authority

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

## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

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

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

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

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

### School Leadership Team

#### **Membership**

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

## Demographic Information

**Principal start date**

Friday 12/10/2021, Chanda Kinlaw

**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.*

3

**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.*

15

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

62

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

799

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

6

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

11

**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	122	111	121	105	114	101	0	0	0	0	0	0	0	674
Attendance below 90 percent	0	27	17	16	15	14	0	0	0	0	0	0	0	89
One or more suspensions	0	2	0	1	1	2	0	0	0	0	0	0	0	6
Course failure in ELA	0	23	55	37	35	16	0	0	0	0	0	0	0	166
Course failure in Math	0	16	34	23	23	16	0	0	0	0	0	0	0	112
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	1	29	28	0	0	0	0	0	0	0	58
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	26	0	0	0	0	0	0	0	26
Number of students with a substantial reading deficiency	45	49	45	48	41	30	0	0	0	0	0	0	0	258



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	20	34	23	30	24	0	0	0	0	0	0	0	131

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	0	1	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Saturday 9/10/2022

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	13	34	36	35	23	0	0	0	0	0	0	0	141

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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	115	127	108	121	104	88	0	0	0	0	0	0	0	663
Attendance below 90 percent	0	21	8	5	11	5	0	0	0	0	0	0	0	50
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	35	55	48	54	38	0	0	0	0	0	0	0	230
Course failure in Math	0	11	40	45	29	14	0	0	0	0	0	0	0	139
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	2	13	0	0	0	0	0	0	0	15
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	2	17	0	0	0	0	0	0	0	19
Number of students with a substantial reading deficiency	0	26	51	65	23	13	0	0	0	0	0	0	0	178
FY21 ELA Winter Diag Level 1 & 2	0	0	0	54	47	65	0	0	0	0	0	0	0	166
FY21 Math Winter Diag Level 1 & 2	0	0	0	35	53	58	0	0	0	0	0	0	0	146

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	13	34	36	35	23	0	0	0	0	0	0	0	141

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

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

**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	51%	59%	56%				56%	58%	57%
ELA Learning Gains	63%						68%	63%	58%
ELA Lowest 25th Percentile	41%						65%	56%	53%
Math Achievement	61%	53%	50%				73%	68%	63%
Math Learning Gains	70%						64%	68%	62%
Math Lowest 25th Percentile	58%						60%	59%	51%
Science Achievement	58%	59%	59%				52%	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	44%	54%	-10%	58%	-14%
Cohort Comparison		0%				
04	2022					
	2019	63%	62%	1%	58%	5%
Cohort Comparison		-44%				
05	2022					
	2019	61%	59%	2%	56%	5%
Cohort Comparison		-63%				

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	67%	65%	2%	62%	5%
Cohort Comparison		0%				
04	2022					
	2019	74%	67%	7%	64%	10%
Cohort Comparison		-67%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	75%	65%	10%	60%	15%
Cohort Comparison		-74%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	51%	51%	0%	53%	-2%
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	24	44	28	31	68	59	40				
ELL	38	50	42	52	68	50	45				
BLK	57	70	36	65	79	79	62				
HSP	43	55	43	55	66	48	51				
FRL	48	60	41	58	69	57	51				

  

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	25	27	27	30	7		8				
ELL	33	37	25	40	24	11	21				
BLK	67	63		64	40		65				
HSP	39	41	29	45	30	10	30				
MUL	100			82							
FRL	47	46	32	50	31	9	38				

  

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	27	57	67	41	69	62	25				
ELL	44	62	65	66	66	59	39				
BLK	63	70	65	80	61	53	50				
HSP	47	65	64	65	67	65	44				
WHT	79	83		93	54		100				
FRL	49	65	64	70	63	57	48				

**ESSA Data Review**

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

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	62
Total Points Earned for the Federal Index	464
Total Components for the Federal Index	8
Percent Tested	100%

<b>Subgroup Data</b>	
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<b>Students With Disabilities</b>	
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Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

<b>English Language Learners</b>	
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Federal Index - English Language Learners	51
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>	
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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>	
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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>	
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Federal Index - Black/African American Students	64
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	53
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	
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	56
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?**

In reviewing our data from FY19 to FY22, we see the following proficiency percentages on each grade level:

Proficiency FY19 FY21 FY22  
 Grade 3-ELA 44% 48% 43%  
 Grade 4-ELA 63% 60% 50%  
 Grade 5-ELA 61% 48% 66%

Grade 3-Math 67% 50% 58%  
 Grade 4-Math 74% 54% 44%

Grade 5-Math 75% 52% 76%

Grade 5-Science 51% 44% 59%

Subgroups:

SWD 42%

ELL 51%

Black 64%

Hispanic 53%

FRL 56%

L25%-ELA 65% 32% 41%

L25%-Math 60%. 9% 58%

Based on the data trend our area of focus for FY23 will be to increase proficiency of students in 3rd and 4th grade ELA, 3rd and 4th grade Math, L25% in ELA, and the proficiency of our SWD. Our trends show that there is a need to focus on literacy, helping students to remediate their deficiencies by scaffolding standard based instruction and providing student with appropriate interventions to help them make gains towards proficiency. In math, we will focus on building student's knowledge on foundational skills daily as well as presenting them with standards based instruction. We will specifically identify and focus on our L25% students in ELA and our SWD. They will receive interventions, targeted support with academic tutors, ESE push-in support teachers, tutorials, data chats, and student monitoring.

After school tutorial will be provided in October to help students remediate their deficiencies. Students progress will be monitored through a pre-test and post test.

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

Based on this data our four major goals will be to increase student proficiency in 3rd grade ELA to at least 50% or higher and 4th grade Math to 50% or higher, increase proficiency with our L25% in ELA, to increase proficiency with our SWD to 50% or higher and to increase our learning gains in all grade levels and content areas. If we do not increase in these areas our learning gaps will increase across other grade levels.

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

Based on administrative walkthroughs we noticed a trend of teachers doing all the talking rather than allowing students to talk about their thinking. In FY22 we had two 4th grade teacher vacancies that we were not able to fill. Many of our teachers were affected by the pandemic which caused absences and a disruption to instruction and support services for students.

In order to address the area of need, we will specifically focus on providing our students that are one or more grade levels behind with research based interventions, work to provide our teachers with professional development in all three Core Actions so teachers can implement standards based instruction focused on (reading text, talking about the text and completing a task focused on the text/ standard). Academic tutors will assist teachers with small group strategy and skill based instruction. Our focus is to increase student engagement so students become active learners in their academic journey.

Administration will schedule tutorials and solicit highly effective teachers to facilitate tutorial to help remediate students deficiencies. Administration will meet with teachers to have data chats and ensure that teachers are having data chats with students. We will monitor student progress through formative assessment data and use the data to action plan for next steps.

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

Math demonstrated an increase in proficiency in 3rd and 5th grade, in ELA there was an increase in proficiency in 5th grade and in 5th grade there was a major increase in Science.

3rd grade Math increased by 8 points  
5th grade Math increased by 24 points  
5th grade ELA increased by 18 points  
5th grade Science increased by 15 points

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

Actions that were taken to increase or support these improvements were Math and ELA tutorials that started in October, academic tutors to support teachers in the classroom, implementation of supplemental materials, collaborative planning amongst teachers, and Science Bootcamp sessions that focused on the Fair Game Benchmarks. Strategic PLCs implemented to analyze data, monitored student progress, and developed standard based lesson plans to support all student learning.

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

1. ELA and Math Continuum- During PLCs, we will focus on developing effective and relevant standard based instruction through: unpacking standards, analyzing data, developing standards based lessons using district adopted curriculum, share best practices, small group instruction, and differentiated learning. Teachers will engage in collaborative planning to improve their instructional capacity. Professional development opportunities is helping teachers master and implementation of all the Core Actions and specifically focusing on Core Action 3
2. Low 25% in ELA and SWD Learning Gains-Early identification of our low 25% and SWD will help us to track and support their academic growth. We will focus on providing these students with standards based instruction and research based intervention to help them improve their progress towards grade level academic success. We will offer tutorial specifically based on these students needs and deficiencies in ELA and Math.

**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.**

Administration will focus on providing teachers with meaningful and relevant professional development and PLCs. During PD and PLCs the focus will be to collaborative plan, data analysis to strengthen standards-based instructional practices to accelerate student learning in ELA, Math, Science, and within our ESSA subgroup SWD that are at 42% proficiency.

As an incentive teachers will be compensated twice a month to stay after school to collaboratively plan with their team.

**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 be to continue implementing standards-based instruction and differentiating instruction by providing small group support by academic tutors. We will use resources and strategies aligned to grade level standards and scaffolds put to support students who are not performing at grade level. Funding has been set aside to provide student with tutorial after school. Teachers will be paid twice a month to collaboratively plan to ensure the academic success of students. As instruction is



implemented the focus will be on student engagement. Our goal is to:

1. Increase Reading Proficiency in 3rd Grade: Continuing to increase proficiency in 3rd grade ELA is one of our priorities. Efforts are in place to strengthen reading skills in PreK-2 so that the achievement gap in reading is closed. All students will be provided with small group instruction with additional teacher support (academic tutors, ESOL and ESE teachers). The goal is to close the achievement gap prior to 3rd grade.

2. L25% and SWD Learning Gains: Students will be provided with targeted small group instruction using rigorous text designed to increase learning gains in ELA and Math. Data driven differentiated instruction will be provided to students based on their needs.

3. Increase Student Engagement: Student engagement will be another area of focus. Administration will schedule professional development to assist teacher in the implementation of engagement strategies. Coaches will model and share best practices during PLC meetings.

### **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 ELA**

Based on our data from FY19 to FY22 there is a critical need to increase our proficiency in 3rd Grade ELA.

**Area of Focus Description and Rationale:** Proficiency FY19 FY21 FY22  
Grade 3-ELA 44% 48% 43%

**Include a rationale that explains how it was identified as a critical need from the data reviewed.** Increase Reading Proficiency in 3rd Grade: Continuing to increase proficiency in 3rd grade ELA is one of our priorities. Efforts are in place to strengthen reading skills in PreK-2 so that the achievement gap in reading is closed. We will target our ELLs and SWD students and provide them with targeted instruction based on WIDA and iReady data. All students will be provided with small group instruction with additional teacher support (academic tutors, ESOL and ESE teachers). The goal is to close the achievement gap prior to 3rd grade. Extended learning opportunities will be provided for students performing below grade level in grades 1-3.

**Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** Our goal is to increase our 3rd grade ELA proficiency to 50% or higher. Based on data from FY19 to FY22 we have fluctuated in our percentage of students scoring at proficiency. In reviewing the data we had about 20 or more students that were 1 to 2 points away from reaching proficiency.

**Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.** Weekly walkthroughs by administration will be conducted to monitor instruction to ensure that teachers are providing students with effective standards based instruction that is on grade level. In addition, administration will engaged in monthly data chats with teachers to review student data and to action plan on next steps.

Monitoring will also be supported by:  
K-2 Reading Coach and 3-5 Reading Coach

**Person responsible for monitoring outcome:** Chanda Kinlaw (chanda.kinlaw@palmbeachschools.org)

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

1. Incorporate small group instruction to support students learning at their ability with a variety of tasks, process, and product.
2. Extended learning opportunities through tutorial after school.
3. ELA teacher will receive PD on effectively implementing all 3 Core Actions.
4. PLCs/PD will ensure teachers collaboratively unite to focus on best practices. PD will support the development of teacher expertise and instructional strategy success and focus.

**Rationale for Evidence-** 1. Incorporate small group instruction utilizing formative assessments data to meet student's need for standard based practice and to identify areas of weakness for

based

**Strategy:**

**Explain the rationale for selecting this specific strategy.**

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

targeted remediation.

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

3. Core Action PD will assist teachers in strengthening their instructional practice.

4. PLCs and PD allow teachers and leadership the 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. Teachers will facilitate small group differentiated instruction based on student needs.

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

c. Monitoring will occur through the review of lesson plans, walkthrough observations, and conducting teacher data chats.

2. Tutorials:

a. Analyze student data to determine students for tutorial groups.

b. Organize student tutorial groups based on student needs.

c. Monitored by AP through review of data on pre-test and post test and walkthrough observations.

3. Core Action PD

a. Teachers will attend Core Action PD sessions.

b. Monitoring will occur through administrative walkthroughs and reviewing lessons plans.

4. PLCs and PD

a. During PLCs teachers will collaboratively plan instruction and coaches will monitor best practices.

**Person**

**Responsible**

Chanda Kinlaw (chanda.kinlaw@palmbeachschools.org)

**#2. ESSA Subgroup specifically relating to Students with Disabilities**

**Area of Focus Description and Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.** Based on our FY22 FSA data our SWD ESSA index was 42% just 1% above the 41% minimum. As a result, there is definitely need for us to increase our proficiency and learning gains for students in this subgroup.

**Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** By May 23, we will increase the overall percentage of SWD making learning gains on ELA by 5%. By May teachers will effectively utilize the Gradual Release Model of Instruction by ensuring specific focus on the "you do" of the model, to ensure students can independently work on tasks to demonstrate understanding of the standard.

**Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.** Coaches and administration will observe teachers to determine their knowledge and implementation of the Gradual Release Model and then tier support.

**Person responsible for monitoring outcome:** Mary Beth Decker (marybeth.decker@palmbeachschools.org)

**Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.** 1. Modeling and Practicing of Gradual Release Model in PLCs and during Collaborative Planning sessions.  
2. PLCs/PD will ensure teachers collaboratively unite to focus on best practices. PD will support the development of teacher expertise and instructional strategy success and focus.

**Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.** 1. Modeling has proven to be effective in helping to show teachers how to implement the strategy.  
2. PLCs and PD allows teachers and administration an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement.

**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. Modeling and Practicing of Gradual Release Model
  - a. Coaches will model and allow teachers to practice during PLCs and collaborative planning sessions so teachers can build their capacity.
2. PLCs/PD
  - a. Teachers will be provided with professional development to ensure they understand the model and to learn strategies to effectively implement.
  - b. Development of PLC schedule to include all content area teachers.
  - c. Instructional coaches will assist teachers with standards-based planning to build teachers capacity in planning standards based lessons.
  - d. Monitoring will be done by the principal and assistant principal through data analysis and walkthrough observations.

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

Our focus will be on providing our students with standards-based instruction to increase the overall K-2 proficiency school-wide in ELA, then we will increase student proficiency in 3rd grade and ensure that we are in alignment with the District's Strategic Plan, Theme 1 Academic Excellence and Growth. We will monitor student's data and provide an action plan to help students increase their understanding of the standards.

According to data our students are not entering third grade prepared for the rigor of the standard. According to iReady FY22 Diagnostic data 38% of our incoming 3rd grade students are reading on-grade level. iReady shows that our overall primary proficiency is low.

Kindergarten-26% Proficient

1st Grade-18% Proficient

2nd Grade-27% Proficient

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

Our focus is to increase learning gains school wide in ELA and Math, then we will increase student achievement. Our instructional priority is to deliver standards based instruction that is aligned to the rigor of the standard. Our FY22 FSA data shows that we decrease in ELA proficiency in 3rd and 4th grade. In 3rd we had a 5% decrease and in 4th we had a 10% decrease. Our ESSA identified subgroup we had 42% proficient in ELA although there was an increase from FY21 we still have room for growth. Our plan is to focus on our SWD subgroup and action plan on how to increase learning gains for this subgroup.

**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)**

The measurable outcomes for FY23 are:

February 2023 May 2023  
Kindergarten-31% Proficiency 36% Proficiency  
1st Grade-23% Proficiency 28% Proficiency  
2nd Grade-32% Proficiency 36% Proficiency

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

The measurable outcomes for FY23 are:

February 2023 May 2023  
3rd-43% Proficiency 50% Proficiency  
4th-35% Proficiency 50% Proficiency  
5th-45% Proficiency 55% Proficiency

**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 will occur through analyzing student's data and through weekly instructional walkthroughs in classrooms by administration. Administration will also review lesson plans, and we will have data chats with teachers and students. Teachers will have an opportunity to review student's formative assessment data and student work in PLCs.

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

Kinlaw, Chanda, chanda.kinlaw@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. Small Group Instruction: Teachers and support staff will provide strategic differentiated instructional support to students.
2. Professional Development: Teachers and support staff will attend ongoing scheduled PD session to engage in deep focused, collaborative planning to improve instructional practices.
3. PLCs Attendance: Teachers will have an opportunity to collaborate and focus on best practices, analyze data, and action plan.

**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 based on student needs to help them remediate their deficiencies.
2. Teachers will receive ongoing PD to help then plan, organize, and implement consistent and differentiated instruction for all students.
3. PLCs allows 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
<p>Literacy Leadership- Develop a plan to monitor the implementation and ensure compliance with the ELA plan. Weekly Walkthroughs will be conducted to monitor instruction and interventions. Action plans will be created based on data.</p>	<p>Kinlaw, Chanda, chanda.kinlaw@palmbeachschools.org</p>
<p>Assessment- Incorporate small group instruction that is standard based and differentiated. Teachers will analyze student's data to determine strengths and weaknesses. Teachers will create lessons plans utilizing a variety of resources and teaching methodologies to support all learners.</p>	<p>Decker, Mary Beth, marybeth.decker@palmbeachschools.org</p>
<p>Interventions(Assessment/Professional Learning)-Use Muti-Tiered System of Supports (MTSS) framework to ensure students are provided with evidence based interventions, time, and intensity needed for success. Utilize K-5 Reading intervention with guidelines to determine students' needs.</p>	<p>Kinlaw, Chanda, chanda.kinlaw@palmbeachschools.org</p>
<p>Professional Development- School leaders share and plan with staff in PLCs. Principal monitors the implementation through walkthroughs, instructional rounds, PLCS, etc. to ensure the plan is being implemented. Instructional Superintendent monitor the implementation.</p>	<p>Kinlaw, Chanda, chanda.kinlaw@palmbeachschools.org</p>
<p>Professional Development(Professional Learning/Literacy Coaching)- Coaches will provide ongoing modeling and in class support. Ongoing observations by administration with feedback to teachers. Administration will create ongoing PD sessions for teachers to attend.</p>	<p>Kinlaw, Chanda, chanda.kinlaw@palmbeachschools.org</p>
<p>PLCs(Professional Learning)-Development of a PLC schedule to include all content area teachers and resource teachers. PLCs sessions will focus on data analysis and effective instruction based on student needs. Instructional coaches will develop and implement the coaching cycle to build teachers capacity with the gradual release model, small group instruction and differentiated instruction. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to standards.</p>	<p>Kinlaw, Chanda, chanda.kinlaw@palmbeachschools.org</p>

### 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.**



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

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

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

In our efforts to foster family and community involvement, the following initiatives are implemented: Meet the Teacher, Open House/Curriculum Nights to ensure parents receive curriculum information and district/ school website information, parents are provided with monthly newsletters to maintain school to family connection, teachers participate in professional development training to increase positive relationships with parents, and parents are invited to data awareness conferences to ensure that they are aware of their student's academic status. Parents, teachers/staff and community members are invited to participate in our monthly School Advisory Council (SAC) and Parent Teacher Organization (PTO) meetings. Additionally, Northboro Elementary School's Business and Volunteer Coordinator works to align new and existing community and parent partnerships to promote a positive and supportive school climate. Organizations, businesses and agencies are invited to our monthly parent meetings to provide information and resources to our parents. The school reaches out each year to previous business partners as well as cultivating new partnerships. We honor our volunteers and business partners at our annual appreciation breakfast. Currently, the school is engaged in a partnership with a local city government Education Advisory Committee.

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

- Declaration of Independence
- Constitution of the United States and the Bill of Rights
- Federalist papers: Republican form of government
- Flag education
- Civil government: functions and interrelationships
- History of the United States
- Principles of Agriculture

- Effects of alcohol and narcotics
- Kindness to animals
- Florida history
- Conservation of natural resources
- Health education
- Free enterprise Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

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

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

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

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