

The School District of Palm Beach County

# Northmore Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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## Northmore Elementary School

4111 N TERRACE DR, West Palm Beach, FL 33407

<https://nmes.palmbeachschools.org>

### School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

### SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

#### Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

#### Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

#### Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## **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 Department 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.

## 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, Stakeholder Involvement and SIP Monitoring

**School Leadership Team**

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Berman, Kathryn	Instructional Coach	<p>The Kindergarten - 2nd Grade Literacy Coach and ESE Teacher is responsible for the following:</p>
		<p>(1) Conducting Instructional Coaching Cycles with teachers in Kindergarten - 2nd Grade based on the ELA B.E.S.T. standards.</p>
		<p>(2) Lead Professional Learning Communities for Kindergarten - 2nd Grade English Language Arts (ELA) teachers on a weekly basis.</p>
		<p>(3) Provide direct instructional support for ESE students during small group instruction.</p>
		<p>(4) Write Individualized Education Plans (IEPs) for the students that she serves in her role as an ESE Teacher.</p>
Friess, Cory	Principal	<p>The Principal's responsibilities and duties are stated in the appropriate federal laws and rules, Florida statutes, state board of education rules, and school board policies, and as delegated herein. The principal shall be the administrative and supervisory instructional leader of the school, and shall be responsible for the policies of the school board as directed by the superintendent.</p>
		<p>The principal shall assume responsibility for the leadership of the school staff by providing guidance and assistance in the implementation of the district curriculum. The management of the school shall be among the prime responsibilities of the Principal.</p>
		<p>Below are some key responsibilities of the Principal at Northmore Elementary School:</p>
		<p>(1) Develops School Improvement Plan and school-wide focus for the year.</p>
		<p>(2) Makes final decisions pertaining to all curriculum matters.</p>
		<p>(3) Directly oversees the PLCs and Professional Development Sessions.</p>
		<p>(4) Monitors student achievement and leads action plan development to meet student needs.</p>
		<p>(5) Conducts walkthroughs and provides feedback to teachers and staff daily.</p>
		<p>(6) Assigns coaching cycles to teachers based on walkthroughs and observations.</p>
		<p>(7) Approves or declines leave requests for all staff members.</p>
		<p>(8) Directs all payroll activities with the support of the Administrative Assistant.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>(9) Directly oversees the school's budget and approves all purchases.</p> <p>(10) Develops and implements Observation schedules.</p> <p>(11) Approves and ensures all proper paperwork is completed for Field Trips.</p> <p>(12) Provides staff with leadership roles and provides mentorships in these roles.</p> <p>(13) Has the final say in all personnel matters.</p> <p>(14) Maintains Special Events Calendar and approves all Special Events for campus.</p>

The Single School Culture Coordinator is a non-evaluative, school-based administrator that serves as third in command on the campus and directs many initiatives. This individual may serve as the Assistant Principal Designee or Principal Designee in their absence.

Below are some key responsibilities of the Single School Culture Coordinator at Northmore Elementary School:

Granger, Administrative  
Jalisa Support

- (1) Knows the vision of the school and ensures that everything done on campus is meant to meet this vision.
- (2) Oversees the following content areas: 2nd - 5th Grade ELA and Interventions for All Grade Levels.
- (3) Directly responsible for the supervision and training of all Academic Tutors.
- (4) Monitors, develops and facilitates Professional Learning Communities with the PLC Facilitator/Math Coach, SSCC, Primary ELA Coach and other key staff members who may need to present during Professional Learning Communities.
- (5) Develops and facilitates high-quality Professional Development based on the needs of the school.
- (6) Ensures that all PLC Compliance paperwork is maintained for all grade levels.
- (7) Conducts Instructional Coaching Cycles with teachers that includes (Observation, Pre-Conference, Modeling, Co-Teaching, Post-Conference and Monitoring).
- (8) Tutorial Coordinator for all campus tutorials including Title 1 Tutorials and



Name	Position Title	Job Duties and Responsibilities
		<p>ESOL Tutorials.</p> <p>(9) Assistant Assessment Coordinator who works with the Assistant Principal to ensure knowledge in all State and District assessment coordination.</p> <p>(10) i-Ready ELA Manager who can assist with reopening domains, assigning lessons, analyzing reports, etc.</p> <p>(11) Attends School Based Team Meetings for Intermediate Grade students.</p> <p>(12) Administrator over 3rd Grade Good Cause and Summer School.</p> <p>(13) Keeps track of school-wide data and works with the administrative and instructional coaching team to make shifts as needed.</p> <p>(14) Monitors and modifies Focus Calendars and District Assessments (FSQs/USAs) based on what is taking place.</p> <p>(15) Assists with student behavioral needs in place of the Assistant Principal and Principal as needed.</p> <p>(16) Checks Lesson Plans for completion in responsible content areas.</p>
Hubbard, Carley	ELL Compliance Specialist	<p>The ESOL Coordinator and Dual Language Coach is responsible for the following:</p> <p>(1) Ensuring that all ESOL Compliance paperwork and meetings are up to date as per the national and state laws.</p> <p>(2) Screens new ESOL students and provides curriculum support to ESOL teachers on campus.</p> <p>(3) Serves in the capacity of the Dual Language Coach for our Dual Language Teachers in Kindergarten and 1st Grade.</p> <p>(4) Coordinates WIDA ACCESS Testing for all ESOL students.</p> <p>(5) Ensures equitable instruction of all ESOL students in each classroom.</p>
Kilic, Michelle	Teacher, K-12	<p>The Grants and Arts Integration Coordinator / ESOL Teacher is responsible for the following:</p> <p>(1) Providing small group instruction for students based on their academic needs.</p> <p>(2) Coordinates all of the school grants and arts integration initiatives on campus.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>(3) Develops relationships with Business Partners whom help the school campus in a variety of fashions.</p> <p>(4) Researches, locates and writes grants based on the needs of the school based on the principal's vision.</p> <p>(5) Serves as the SECME Club Sponsor and teaches students important STEM skills in order to be successful while in competitions.</p>
Mayall, Jyl	Teacher, ESE	<p>The ESE Coordinator is responsible for the following:</p> <p>(1) Ensuring that all ESE paperwork is compliant based on national and state laws.</p> <p>(2) Serves as the LEA during IEP Meetings and ensures their successful functioning.</p> <p>(3) Serves as a key member of the School Based Team and provides expertise based on student needs.</p> <p>(4) Serves as the Marzano Liaison, which requires the training and support of teachers in the Palm Beach Model of Instruction.</p> <p>(5) Serves as the National Spelling Bee Club Sponsor with the goal of having students qualify for the district an state Spelling Bee.</p>
Pedraza, Cindy	Assistant Principal	<p>The Assistant Principal is the second in command on the school campus and directs many initiatives on the school campus based on needs.</p> <p>Below are some key responsibilities of the Assistant Principal at Northmore Elementary School:</p> <p>Directly responsible for student behavior.</p> <p>(1) Monitors student discipline data and directs teachers who may need support.</p> <p>(2) Assessment Coordinator responsible for maintaining the Assessment Calendar and creating Run of Shows of state and district assessments (i.e. Progress Monitoring and i-Ready Assessments).</p> <p>(3) Instructional Materials Contact that is responsible for all instructional materials on the campus. Title 1 Contact responsible for ensuring that all Title 1 Documentation is collected and organized in a timely fashion.</p> <p>(4) Educator Support Program (ESP) Administrator responsible for planning ESP Huddles for new teachers. Crisis Response Team leader who is responsible for training staff on the Crisis Response Plan and ensuring that the Crisis Response Kit is up-to-</p>

Name	Position Title	Job Duties and Responsibilities
		<p>date with current data and items.</p> <p>(5) Responsible for assigning Duty Posts to staff members and ensuring a smooth arrival and dismissal process daily.</p> <p>(6) Responsible for the cafeteria, which includes the lunch schedule and lunch schedule coverage.</p> <p>(7) Serves as the School Clubs contact and creates a calendar of when clubs will meet that is shared with the staff.</p> <p>(8) Emergency Lesson Plan Coordinator, which should be updated each time they are used.</p> <p>(9) Conducts classroom walkthroughs on a daily basis and provides feedback to teachers and staff.</p> <p>(10) Conducts Marzano Observations for teachers.</p> <p>(11) Directly oversees the Mental Health Department, ESOL Department, Custodial Department and 21st Century.</p> <p>(12) Monitors facilities to ensure that the campus remains clean and approves any furniture moves.</p>
Perez-Rodney, Sara	Teacher, K-12	<p>The Supplemental Academic Instruction (SAI) Teacher is responsible for the following:</p> <p>(1) Provides interventions to retained students in 3rd Grade as well as students who failed the state Progress Monitoring Assessment #3 in 3rd Grade that were promoted to 4th Grade based on Good Cause Exemptions.</p> <p>(2) Assists teachers in modeling best instructional practices for students who require additional supports in the classroom.</p> <p>(3) Works with the Instructional Leadership Team to analyze school-wide data and assist in the development of action plans that will assist in increasing student achievement.</p>
Rowe, Stacey	Curriculum Resource Teacher	<p>The School Based Team (SBT) Leader / 504 Designee is responsible for the following:</p> <p>(1) Ensuring that School Based Team Meetings are held to support the needs of students, while ensuring that they follow all national and state laws.</p> <p>(2) Tracks student data based on their responses to interventions and graphs the results.</p> <p>(3) Provides coaching cycles for teachers who require support in teaching</p>

Name	Position Title	Job Duties and Responsibilities
		<p>interventions to students.</p> <p>(4) Serves as the 504 Designee and develops 504 Plans based on the needs of students.</p> <p>(5) Serves as an expert in the various interventions that can be provided to students based on identified needs.</p>
Scott, Cynthia	School Counselor	<p>The Certified School Counselor is responsible for the following:</p> <p>(1) Providing Mental Health support to students and staff members based on identified needs.</p> <p>(2) Manages all mental health referrals and assigns students to different members of the Mental Health team based on student needs and staff expertise.</p> <p>(3) Serves as the Attendance Liaison with members of the office staff to ensure that students are in school rather than being chronically absent or tardy.</p> <p>(4) Serves as the Threat Assessment Vice Chair and expert in counseling when necessary.</p>
Self, Shara	Instructional Coach	<p>The PLC Facilitator / Math Coach is responsible for the following:</p> <p>(1) Working with the Single School Culture Coordinators to develop high-quality Professional Learning Communities (PLCs) weekly for Kindergarten - 5th Grade Teacher Teams.</p> <p>(2) Conducts Instructional Coaching Cycles in mathematics with teachers that includes Observation, Pre-Conference, Modeling, Co-Teaching, Post-Conference and Monitoring.</p> <p>(3) Teaches students in small groups in mathematics based on identified needs through data analysis.</p> <p>(4) Serves as the SAC Chair who ensures that all SAC Meetings are compliant as per national and state laws.</p> <p>(5) Serves as the 21st Century Coordinator who ensures that students receive a high-quality free afterschool enrichment program daily.</p>
Watkins, Jacob	Administrative Support	<p>The Single School Culture Coordinator is a non-evaluative, school-based administrator that serves as third in command on the campus and directs many initiatives. This individual may serve as the Assistant Principal Designee or Principal Designee in their absence.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Below are some key responsibilities of the Single School Culture Coordinator at Northmore Elementary School:</p> <ul style="list-style-type: none"> <li>(1) Knows the vision of the school and ensures that everything done on campus is meant to meet this vision.</li> <li>(2) Oversees the following content areas: Kindergarten and 1st Grade ELA, Math Curriculum for all Grade Levels and Science Curriculum for all Grade Levels.</li> <li>(3) Monitors, develops and facilitates Professional Learning Communities with the PLC Facilitator/Math Coach, SSCC, Primary ELA Coach and other key staff members who may need to present during Professional Learning Communities.</li> <li>(4) Develops and facilitates high-quality Professional Development based on the needs of the school.</li> <li>(5) Conducts Instructional Coaching Cycles with teachers that includes (Observation, Pre-Conference, Modeling, Co-Teaching, Post-Conference and Monitoring).</li> <li>(6) Lead administrator responsible for Project Based Learning in the Primary Grades.</li> <li>(7) Leads Pupil Progression Meetings for each Trimester to determine student needs.</li> <li>(8) Attends School Based Team Meetings for Primary Grade students.</li> <li>(9) Administrator over Committee Assignments who ensures committees meet when required and complete documentation.</li> <li>(10) Keeps track of school-wide data and works with the administrative and instructional coaching team to make shifts as needed.</li> <li>(11) Monitors and modifies Focus Calendars and District Assessments (FSQs/USAs) based on what is taking place.</li> <li>(12) Assists with student behavioral needs in place of the Assistant Principal and Principal as needed.</li> <li>(13) Creates a Google Classroom for Lesson Plans and checks Lesson Plans for completion in responsible content areas.</li> </ul>

Webster, Rachel  
Teacher,  
K-12

The ESOL Teacher and SwPBS Chair/Internal Coach is responsible for the following:

- (1) Ensures that the school is meeting compliance in terms of the SwPBS

Name	Position Title	Job Duties and Responsibilities
		<p>systems that are in place.</p> <p>(2) Provides coaching support to teachers in need of support with SwPBS systems that are in place.</p> <p>(3) Chairs the SwPBS Committee to ensure that everyone has a voice in the SwPBS process.</p> <p>(4) Provides small group instruction for ESOL students in the intermediate grade levels in order to have them grow academically throughout the year.</p>

### Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Advisory Council (SAC) is made up on an elected Executive Board. In addition to this, school administration, teachers, and non-instructional staff members participate in these monthly meetings. We also have participation by our parents and community stakeholders. During these monthly meetings, components of the School Improvement Plan are discussed with everyone in attendance in order to be completely transparent and showcase the needs of the school. As needed, the Executive Board will vote on specific items, required by law, pertaining to the School Improvement Plan.

Through Parent Academies (aka Trainings) we support families with educational workshops facilitated by our Administrative, Instructional Coaching, ESE, ESOL and Grade Level Teams. These Parent Academies focus on the most important strategies our students need to know and can work on at home with parental support.

The School Behavior Health Professional (SBHP) supports the behavioral and mental health of students and works along with the school counselors. The SBHP position started in 2019 as part of the Marjory Stoneman Douglass High School Public Safety Act to have more mental health professionals in schools.

Our ESOL Coordinator and ESOL School Counselors work in conjunction with the District's multicultural department to ensure the fidelity of implementation of programs and services designed to improve the outcomes of English Language Learners. These programs are then infused in the classrooms and utilized by the teachers. In addition to this, parents are taught these important strategies during curriculum nights.

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

A School Resource Officer is on campus every day for the safety and security of all students and staff.

The school

has one point of entry for everyone. Fortify Florida Application is on every computer, and students are made aware of this in our assemblies. The "Raptor System" is used to sign parents/visitors before they can go to a classroom or school event on campus.

School Counselors, Behavior Health Professional, Parent Liaison, Data Processor and the Front Office Secretary work in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met. These supports are supplemental to school-wide supports for students and families.

### **SIP Monitoring**

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Improvement Plan (SIP) is a living document that memorializes the continuous improvement work we do at our school. The SIP is updated throughout the year to ensure proper documentation of what we do. Continuous improvement is at the forefront of what we do. We work collaboratively to review and analyze data. We make decisions based on the data to ensure all students receive the necessary support and accommodations during instruction.

Our team works towards the following student achievement goals:

- (1) Strategic visioning and planning
- (2) Problem identification and root cause analysis
- (3) Developing action steps towards improvement
- (4) Creating and maintaining a culture of collaboration towards shared decision-making
- (5) Supporting professional learning and improvement

Monitoring will take place throughout the year. We will monitor mastery of grade level standards through the use of Interim Assessments, district-created FSQs and USAs, i-Ready Diagnostics in Reading and Math, state WIDA ACCESS for ELL students, state STAR Progress Monitoring Assessments (Kindergarten - 2nd Grades - three times a year in Early Literacy, ELA and Math), state FAST Progress Monitoring Assessments (3rd - 5th Grades - three times a year in ELA and Math), Statewide Science Assessment (5th Grade Only) and teacher created assessments.

Single School Culture for Academics: Collaborative Professional Development and Professional Learning Communities (PLCs) occur every week per grade level and content area. Content/grade level teachers meet with the Single School Culture Coordinators, Instructional Coaches and Administration to discuss and analyze data and modify instruction based on student needs pertaining to the B.E.S.T. standards.

Student work and best practices are shared and analyzed during Administrative Meetings, Instructional Leadership Team (ILTs) Meetings, Professional Learning Communities (PLCs), Faculty Meetings, and School Advisory Council (SAC) Meetings.

Teachers follow the scope and sequence as outlined by the School District of Palm Beach County. This

ensures that teachers have a concrete timeline, as well as the resources, to provide quality instruction on the mandated curriculum. Employing frequent monitoring will allow us to adjust the instructional focus for remediation, remediating deficiencies before they become substantial. In addition to this, we will be able individualize instruction to best meet the needs of our students, thus increasing student achievement.

### Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

<b>2023-24 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>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	96%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	No
<b>RAISE School</b>	Yes
<b>ESSA Identification</b> *updated as of 3/11/2024	ATSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<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 (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: C  2019-20: B  2018-19: B  2017-18: C
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

### Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	46	41	40	51	32	26	0	0	0	236	
One or more suspensions	2	6	7	7	5	1	0	0	0	28	
Course failure in English Language Arts (ELA)	58	84	74	90	58	36	0	0	0	400	
Course failure in Math	30	56	83	79	50	44	0	0	0	342	
Level 1 on statewide ELA assessment	0	0	0	55	48	27	0	0	0	130	
Level 1 on statewide Math assessment	0	0	0	49	42	20	0	0	0	111	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	44	72	61	51	26	13	0	0	0	267	
	0	0	0	0	0	0	0	0	0		

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	43	69	73	92	62	42	0	0	0	381

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	21	0	0	0	0	0	21
Students retained two or more times	0	0	0	24	25	12	0	0	0	61

#### Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	43	33	33	46	26	48	0	0	0	229	
One or more suspensions	8	3	5	8	15	16	0	0	0	55	
Course failure in ELA	39	72	53	82	54	61	0	0	0	361	
Course failure in Math	39	58	46	50	15	44	0	0	0	252	
Level 1 on statewide ELA assessment	0	0	0	65	39	46	0	0	0	150	
Level 1 on statewide Math assessment	0	0	0	50	26	49	0	0	0	125	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	39	72	53	65	39	46	0	0	0	314	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	39	58	47	81	48	71	0	0	0	344

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	2	42	1	0	0	0	0	45
Students retained two or more times	0	0	0	0	0	1	0	0	0	1

**Prior Year (2022-23) Updated (pre-populated)**

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

**The number of students by grade level that exhibited each early warning indicator:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	43	33	33	46	26	48	0	0	0	229
One or more suspensions	8	3	5	8	15	16	0	0	0	55
Course failure in ELA	39	72	53	82	54	61	0	0	0	361
Course failure in Math	39	58	46	50	15	44	0	0	0	252
Level 1 on statewide ELA assessment	0	0	0	65	39	46	0	0	0	150
Level 1 on statewide Math assessment	0	0	0	50	26	49	0	0	0	125
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	39	72	53	65	39	46	0	0	0	314

**The number of students by current grade level that had two or more early warning indicators:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	39	58	47	81	48	71	0	0	0	344

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	2	42	1	0	0	0	0	45
Students retained two or more times	0	0	0	0	0	1	0	0	0	1

**II. Needs Assessment/Data Review**

**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

**On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.**

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	26	53	53	31	59	56	32		
ELA Learning Gains				58			46		
ELA Lowest 25th Percentile				48			40		
Math Achievement*	37	57	59	39	53	50	36		
Math Learning Gains				58			29		
Math Lowest 25th Percentile				53			20		
Science Achievement*	49	54	54	24	59	59	31		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	48	56	59	59			38		

*\* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

**ESSA School-Level Data Review (pre-populated)**

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	37
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	183
Total Components for the Federal Index	5

**2021-22 ESSA Federal Index**

Percent Tested	100
Graduation Rate	

**2021-22 ESSA Federal Index**

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	370
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

**ESSA Subgroup Data Review (pre-populated)****2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	24	Yes	2	2
ELL	29	Yes	1	1
AMI				
ASN				
BLK	40	Yes	1	
HSP	31	Yes	1	1
MUL				
PAC				
WHT				
FRL	38	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	31	Yes	1	1
ELL	45			
AMI				
ASN				
BLK	42			
HSP	47			
MUL				
PAC				
WHT				
FRL	46			

### Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	26			37			49					48
SWD	8			31			41				5	30
ELL	18			31			40				5	48
AMI												
ASN												
BLK	31			43			64				4	
HSP	21			30			40				5	48
MUL												
PAC												
WHT												
FRL	28			39			51				5	45

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	31	58	48	39	58	53	24					59
SWD	13	41	27	29	61	20	14					42
ELL	22	52	50	35	63	63	17					59
AMI												
ASN												
BLK	40	65	36	43	54	29	25					
HSP	23	53	53	36	63	67	20					60
MUL												
PAC												
WHT												
FRL	30	57	47	39	58	53	23					59

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	32	46	40	36	29	20	31					38
SWD	8	43		18	21		8					33
ELL	28	49	47	35	34	33	35					38
AMI												38
ASN												
BLK	34	38		35	25		29					63
HSP	30	50	43	36	34	36	32					35
MUL												
PAC												
WHT												
FRL	33	46	40	36	30	20	31					38

### Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	39%	56%	-17%	54%	-15%
04	2023 - Spring	28%	58%	-30%	58%	-30%
03	2023 - Spring	19%	48%	-29%	50%	-31%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	34%	57%	-23%	59%	-25%
04	2023 - Spring	31%	52%	-21%	61%	-30%
05	2023 - Spring	51%	56%	-5%	55%	-4%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	48%	51%	-3%	51%	-3%

### III. Planning for Improvement

#### Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

Based on the SY23 Progress Monitoring #3 FAST assessment, student achievement had a lower proficiency than in previous school years in ELA. Although it is evident that students grew from the Progress Monitoring #1 FAST assessment to the Progress Monitoring #3 FAST assessment, only 28% of our third, fourth and fifth grade students met proficiency. In addition to this, our ELL subgroup was significantly below all of the other subgroups with only 8% of students meeting proficiency. This is a significant loss, as 51% of our school's population is made up of English language learners. However, 37% of our black subgroup were proficient in the Progress Monitoring #3 ELA assessment and 71% of our white subgroup were proficient in the Progress Monitoring #3 ELA assessment.

Because this was the students' first year taking the state Progress Monitoring FAST assessment, schools were unable to include learning gains in our data calculations. However, it should be noted that the number of level 1 ELL students decreased by 20% points from the Progress Monitoring #1 to the Progress Monitoring #3 assessment. In addition to this, the proficiency rate increased from 0% points to 8% points. However, in SY22, we had 57% of our students achieve learning gains on the Florida Standards Assessment (FSA). Now that we know what to expect based on the new state testing platform, we will be able to ensure that we incorporate research-based instructional strategies to meet the needs of our subgroups.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

The data component that showed the greatest decline from the prior school year is ELA proficiency. Based on the SY22 ELA data from the Florida Standards Assessment (FSA), 31% of our third, fourth and fifth grade students were proficient. However, based on the Progress Monitoring #3 assessment data in ELA, only 28% of our third, fourth and fifth grade students were proficient.

The factor that ultimately contributed to this decline was the shift from the Florida Standards and the Florida Standards Assessment (FSA) to the B.E.S.T. Standards and Progress Monitoring #3 FAST assessment. Because the B.E.S.T. standards are meant to spiral in all grade levels, our students in third - fifth grades were not given the opportunity to learn the B.E.S.T. standards from the start of their educational careers. Due to this fact, many students did not have the background knowledge necessary to be successful on the Progress Monitoring assessments.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

ELA is the data component that showed the greatest gap when compared to the state average. According to the state average, 50% of all students were proficient on their Progress Monitoring #3 FAST assessment. This is 22% points below our school's ELA proficiency average of 28%.

The contributing factors to this gap 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 limited English language proficiency due to lack of opportunities for language development outside of the school day. Another factor is the transition from paper-based testing to computer-based testing. By the students having to test on the computer, rather than paper, they were unable to use learned instructional strategies that had been taught to them previously that allowed them to be more successful when taking assessments.

**Which data component showed the most improvement? What new actions did your school take in this area?**

The data component that showed the most improvement was the Statewide Science Assessment (SSA) that our 5th Grade students took. In SY22, 24% of our students were proficient in science. In SY23, our science proficiency score increased to 48%, which is a 24% growth from the previous school year.

We took many new actions in this area that led to an increase in the science scores. First of all, all students participated in hands-on science experiences that were correlated to the standards and required critical thinking skills when completing lab reports. Second of all, all students were exposed to content in a variety of ways throughout the school year to increase their knowledge base. Third of all, students practiced answering SSA style questions on a daily basis, which also required the students to explain their thinking. In accordance with this, our school partnered with the Reef Institute who supported our science instruction through creating interactive labs for our students that allowed them to act as real scientists during these periods of time.

**Reflecting on the EWS data from Part I, identify one or two potential areas of concern.**

Based on the Early Warning Systems data from Part 1, one area of concern is course failure in English Language Arts (ELA). There were 400 students in this Early Warning System, with a majority of the students being in the primary (Kindergarten - 2nd Grade) grade levels. Because of this fact, we have taken steps to ensure that we meet the needs of our students before they reach the intermediate grade levels. For example, this school year, we have partnered with the University of Florida's Lastinger Literacy Initiative to provide research-based, small group instructional support in Kindergarten, 1st Grade



and 2nd Grade. These instructional strategies are meant to help students become successful readers. In addition to this, we have provided a targeted intervention time for all primary students so that all instructional staff members on campus can be used to teach interventions to students based on their unique needs.

In addition to all of this, the school will be adopting different strategies for all grade levels such as the Talk, Read, Talk, Write strategy in order to enhance students' active participation in the reading process. Differentiation training will also take place during Professional Learning Communities and Professional Development Days to help teachers target their students based on their needs per standard. Teachers will then develop lessons and find materials on the level

**Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.**

(1) Increase ELA proficiency and learning gains for all 3rd - 5th Grade students based on the FAST Progress Monitoring #3 assessment, with an emphasis on our English language learners. This will be accomplished through the utilization of various different instructional techniques (i.e., Talk, Read, Talk Write / Differentiation of Small Groups / Oral Language Opportunities).

(2) Increase ELA proficiency for all Kindergarten - 2nd Grade students based on the STAR Progress Monitoring #3 assessment, with an emphasis on our English language learners. This will be accomplished through the utilization of various different instructional techniques (i.e., Talk, Read, Talk Write / Differentiation of Small Groups / Oral Language Opportunities).

(3) Increase math proficiency and learning gains for all 3rd - 5th Grade students based on the FAST Progress Monitoring #3 assessment for SY24 from 39% overall to at least 50% overall proficiency.

(4) Maintain or increase the science proficiency rate of 48% by incorporating an abundance of instructional strategies to assist students in developing an understanding of the science concepts and ways in which to answer science-based questions.

In addition, as an early intervention to increase student readiness to enter Kindergarten, we offer Voluntary Prekindergarten (VPK) Program supplemented with enrichment hours and a PreK self-contained program for students ages 3 to 5 determined eligible for exceptional student education based on goals and services as written on the Individual Education Plan. These programs are supported by the Department of Early Childhood Education and the Department of Exceptional Student Education and follow all Florida statutes, rules, and contractual mandates.

**Area of Focus**

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

**#1. Instructional Practice specifically relating to ELA****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In accordance with our district's strategic plan to "Ensure consistent and effective literacy instruction in every Pre-K – 3rd Grade Classroom.", instructional practices relating to teaching ELA to our students is our area of focus due to limited progression as identified by state and district assessments. As per the Progress Monitoring #3 data, only 28% of Northmore's students in third grade were proficient, when compared to the 48% of third graders in all of Palm Beach County.

All of our subgroups were closer to the proficiency rate of the students in Palm Beach County except our Hispanic students. The data from the state Progress Monitoring assessments show this lack of progression of our Hispanic students in English Language Arts (ELA). For instance, during Progress Monitoring #1, only 5% of our students in this subgroup were deemed proficient, during Progress Monitoring #2, only 12% of our Hispanic students met proficiency, and during Progress Monitoring #3, 20% of this subgroup met ELA proficiency standards.

The data shows that our Hispanic students grew at a much slower rate than students in the other subgroups. For example, our black students increased their proficiency rate from Progress Monitoring #1 to Progress Monitoring #3 by 20%. In addition to this, our white students increased their proficiency rate by 57%. Our Hispanic students only increased their proficiency rate by 15% points.

In accordance with this, 51% of our Hispanic students are classified as English Language Learners. Our English Language Learners met the following proficiency rates on the state Progress Monitoring assessments: Progress Monitoring #1: 0% proficient; Progress Monitoring #2: 1% proficient; Progress Monitoring #3: 8%.

All of these data points proves that we need to focus on meeting the diverse instructional needs in ELA for our Hispanic students, especially those students who are English Language Learners.

**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 2023-2024 school year, 75% of our Hispanic students and English Language Learners in all grade levels will make learning gains towards ELA proficiency as determined by the state Progress Monitoring assessments.

**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 various district and state assessments the students take on a weekly or bi-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)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based intervention that will be implemented for this area of focus is the Talk, Read, Talk, Write structure that has proven results in improving student academic achievement.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

The Talk, Read, Talk, Write structure is our evidence-based intervention because it focuses on classroom collaboration that provides students a way to access content area information, while building academic language. This evidence-based structure replaces teacher lecture/lesson delivery by requiring students to read academic texts. By doing this, students will learn to focus their attention on text to gain a deeper understanding while actively participating in structured opportunities to talk and write about content.

### **Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

### **Will this evidence-based intervention be funded with UniSIG?**

No

### **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 will participate in a Professional Development Session on Monday, August 7, 2023 where they will be introduced to the Talk, Read, Talk, Write structure. Teachers will have the opportunity to learn about the rationale for using this structure with our students, practice how to use the structure and learn how to incorporate this structure into their lessons.

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

**By When:** August 7, 2023

Teachers will participate in on-going Professional Development in the utilization of the Talk, Read, Talk, Write structure during weekly Professional Learning Communities (PLCs), Professional Development Days, and Half Day Planning sessions. By doing this, teachers will have the opportunity to collaborate with one another, which will allow them to discuss areas of success and areas of growth.

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

**By When:** The entire 2023 - 2024 School Year

Teachers will participate in instructional coaching cycles by the Single School Culture Coordinators, PLC Facilitator/Math Coach, Primary Literacy Coach and ESOL Coordinator/Dual Language Coach in order to increase their instructional capacities in incorporating this evidence-based intervention. These coaching cycles will include instructional coach observation, pre-conference, planning, co-planning, modeling lessons, co-teaching lessons, conferring and monitoring,

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

**By When:** The entire 2023 - 2024 School Year

Throughout the school year, student data will be analyzed by teachers and administration during Professional Learning Communities, Data Chats and Progress Monitoring Meetings. This data will be tracked by the Single School Culture Coordinators on a spreadsheet in order to determine the trends in each grade level, as well as our targeted students. Based on this data, instructional shifts and focuses may take place.

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

**By When:** The entire 2023 - 2024 School Year

The Multicultural Department will send an ESOL Instructional Specialist to campus throughout the year to provide support to school administration, instructional coaching team, grade levels of teachers and individual teachers. The ESOL Instructional Specialist will do so through providing Professional Development and instructional coaching cycles. In addition to this, the ESOL Instructional Specialist will teach small groups of students utilizing this evidence-based intervention and track their progress while doing so.

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

**By When:** The entire 2023 - 2024 School Year

## #2. Positive Culture and Environment specifically relating to Early Warning System

### Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In accordance with the district's strategic plan to "Ensure all students engage in teaching and learning that results in academic excellence.", our school will focus on creating a positive culture and environment for students based on our Early Warning Systems. There are three major components within the Early Warning System data that the school will target in an effort to build on a positive culture and environment that leads to academic success. These three Early Warning Systems have been targeted due to their increase from SY22 to SY23. The Early Warning Systems we will target are:

(1) Attendance Below 90%: 236 students who had attendance below 90 percent in SY23 when compared to 157 students from SY22.

(2) Course Failure in ELA: 400 students who have course failure in ELA in SY23 when compared to 370 students from SY22.

(3) Course Failure in Math: 342 students who have course failure in Math in SY23 when compared to 309 students from SY22.

Research shows that students are more motivated to attend school and learn best when they encounter academic situations in a variety of contexts. Keeping this in mind, we will create a positive culture and environment that diminishes the high numbers in our targeted Early Warning Systems by incorporating Project Based Learning and Performing Arts in the curriculum before school, during school and after school.

### 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 2023 - 2024 school year, the targeted Early Warning Systems will decrease in numbers by at least 50% due to the incorporation of Project Based Learning and Performing Arts into the curriculum before school, during school and after school.

### Monitoring:

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

This 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 ELA and Math. In addition to this, all of the students who have participated in Project Based Learning (PBL) and Performing Arts will be monitored based on how well they present or perform during various showcases. In accordance with this, data will be examined for all students through the utilization of state and district assessments and the benchmarks that correlate to what they have learned during PBL and the Performing Arts. Those students who are absent often will be unable to participate in these events, as they will be required to attend intervention groups to make up for instructional losses.

### Person responsible for monitoring outcome:

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

### Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based intervention being implemented for this area of focus includes the incorporation of Project Based Learning and Performing Arts before, during and after school.

#### **Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Project Based Learning is an instructional approach designed to give students the opportunity to develop knowledge and skills through engaging in projects set around challenges and problems they may face in the real world, which is done through the utilization of literacy and mathematics skills. In addition to this, the Performing Arts provides students with the opportunity to express themselves in a creative manner, while also utilizing literacy and mathematics skills to be successful. Because these two approaches are highly interactive, it is our belief that they will successfully assist the school in meeting our measurable outcome.

#### **Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

#### **Will this evidence-based intervention be funded with UniSIG?**

No

#### **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 will participate in Professional Development during Professional Learning Communities and on Professional Development Days in how to incorporate Project Based Learning into the classroom in order to support literacy and mathematics instruction.

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

**By When:** The entire 2023 - 2024 school year.

Students will be selected to participate in Performing Arts Ensembles that perform in showcases and Project Based Learning Projects that are presented at showcases based on their positive behavioral interactions with their peers and their attendance at school. Students with poor attendance will be required to attend additional intervention groups during this time to make up for the instruction that they have lost by being absent an exponential amount of days.

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

**By When:** The entire 2023 - 2024 school year.

In order to ensure the success of Project Based Learning and the Performing Arts, funding will be needed to continue both initiatives. We are on the final year of a grant that was awarded by a community stakeholder that provided funds for both of these programs. Because we know these funds will not be available after this year, one teacher on staff is a dedicated Grant and Arts Integration Coordinator who can seek out additional grants and make connections with business partners and community stakeholders.

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

**By When:** The entire 2023 - 2024 school year.

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:

(g) History of Holocaust

(h) History of Africans and African Americans



- (i) History of Asian Americans & Pacific Islanders
- (o) Health Education, Life Skills & Social Media
- (q) Hispanic Contributions
- (r) Women's Contributions
- (t) Civic & Character Education
- (u) Sacrifices of Veterans, and the value of Medal of Honor recipients

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

**By When:** The entire 2023 - 2024 school year.

### CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

SDPBC requires every school regardless of school grade, to complete a Schoolwide Improvement Plan (SIP) aligned to the district's 5-Year Strategic Plan in the Continuous Improvement Management System (CIMS) portal. Schools identified for Comprehensive Support & Improvement (CS&I), Targeted Support & Improvement (TS&I), and Additional Targeted Support & Improvement (ATSI) are provided personalized, one-on-one or small group support to assist the principal and leadership teams in developing comprehensive plans of action steps in the SIP for improving student achievement. These sessions ensure SIP and Strategic Plan alignment, provide an overview of the requirements of the School Board and school improvement updates. The training is mandatory for all principals. Principals select members of their SIP leadership teams to attend a session with them. Working in collaboration with the school leadership team, the Regional Superintendent's Office, Performance Accountability/School Improvement, School Transformation and Federal/State Programs, the District ensures that the SIP, the Schoolwide Title I Plan, and other grant funded plans or allocations are in alignment with the District's Five-Year Strategic Plan and complementary in the funded strategies and supports for each school's continuous improvement. All plans are carefully reviewed and approved by the School Advisory Council (SAC), the Regional Office team, and the Office of School Improvement.

Resources and allocations are focused on:

- (1) Resource teachers (ESOL, ESE, Reading Recovery and SAI) supporting during small group instruction.
- (2) Teachers and support staff will attend on-going professional development and professional learning communities to engage deep, focused and collaborative planning to support and strengthen data analysis and small group planning and implementation.
- (3) Single School Culture Coordinators and Instructional Coaches will provide teachers with a variety of levels of support to ensure teacher development and growth.
- (4) MTSS framework to ensure students are provided with the specific resources, time and intensity needed for success.
- (5) The Regional Superintendent and Support Team monitors the implementation of strategies and collaborates with the district departments to provide professional development as needed.
- (6) Regular data analysis and review meetings will be scheduled between the District Reading Collaboration team and Regional Superintendent to determine individual school needs and provide additional training and support.

(7) The District Reading Collaboration team provides professional development to schools based on needs.

(8) Curriculum resources to enhance ELA, Math and Science skills and support student mastery of the Florida B.E.S.T. standards will support literacy across the content areas, will support social emotional growth through the resources found in the Skills for Learning and Life Resource Center to promote character education.

(9) We have partnerships with multiple community and business partners. Together, the schools, partner organizations and businesses provide additional high-quality resources and services to students and families and comprehensively focus on health and wellness.

In addition, as an early intervention to increase student readiness to enter Kindergarten, we do offer VPK supplemented and enrichment hours. This program is supported by the Department of Early Childhood and follow all state statutes, rules and contractual mandates.

## Reading Achievement Initiative for Scholastic Excellence (RAISE)

### Area of Focus Description and Rationale

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

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

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

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

According to the data, our Kindergarten students were on track in meeting their proficiency goals in i-Ready Diagnostic Window 3 (82% Proficient) and Progress Monitoring #3 (42% Proficient). However, this is not the case for our students in 1st Grade and 2nd Grade. These students are not entering 3rd Grade prepared for the rigors of the standards and state assessment. According to i-Ready Diagnostic Window 3 FY23 data, 32% of our incoming 3rd Grade students are reading on grade level. The i-Ready Window 3 Diagnostic also shows that our overall 1st Grade and 2nd Grade proficiency is low.

1st Grade- 32% Proficient  
2nd Grade- 37% Proficient



It also gives us data to support a lack of proficiency in foundational skills in 1st Grade and 2nd Grade as listed below:

Phonics- 38% Proficient  
Vocabulary- 28% Proficient

Due to a lack of foundational skills, students' overall reading comprehension proficiency is 32% for literature text and 25% for informational text.

When looking at the Progress Monitoring #3 data from FY23, we see the following percentages are on track in 1st and 2nd Grades:

1st Grade: 29%  
2nd Grade: 36%

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

If we focus on standards-based instruction to increase overall 3rd Grade - 5th Grade proficiency school-wide in ELA, then we will increase student proficiency in all students to ensure alignment to the District's Strategic Plan, Theme 1, Academic Excellence and Growth. Our instructional priority is to monitor student understanding and provide corrective feedback aligned to the benchmark and intended learning.

The data below demonstrates the achievement levels of all of our 3rd Grade - 5th Grade students who took the new FAST Progress Monitoring assessments in ELA based on the new Florida B.E.S.T. standards. This data includes:

3rd Grade:  
PM #1 - 1% Proficient and 84% Level 1's  
PM #2 - 8% Proficient and 75% Level 1's  
PM #3 - 20% Proficient and 53% Level 1's

4th Grade:  
PM #1 - 13% Proficient and 66% Level 1's  
PM #2 - 13% Proficient and 62% Level 1's  
PM #3 - 28% Proficient and 55% Level 1's

5th Grade:  
PM #1 - 18% Proficient and 53% Level 1's  
PM #2 - 28% Proficient and 53% Level 1's  
PM #3 - 38% Proficient and 32% Level 1's

Our ESSA identified subgroups performed in the following:

ESOL:  
PM #1 - 0% Proficient and 92% Level 1's  
PM #2 - 1% Proficient and 86% Level 1's  
PM #3 - 8% Proficient and 72% Level 1's

ESE:  
PM #1 - 5% Proficient and 82% Level 1's  
PM #2 - 5% Proficient and 80% Level 1's  
PM #3 - 15% Proficient and 55% Level 1's

Hispanic:

PM #1 - 5% Proficient and 82% Level 1's

PM #2 - 12% Proficient and 73% Level 1's

PM #3 - 20% Proficient and 56% Level 1's

Black:

PM #1 - 15% Proficient and 54% Level 1's

PM #2 - 19% Proficient and 52% Level 1's

PM #3 - 37% Proficient and 35% Level 1's

White:

PM #1 - 14% Proficient and 57% Level 1's

PM #2 - 43% Proficient and 43% Level 1's

PM #3 - 71% Proficient and 14% Level 1's

### 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 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 Measurable Outcomes

Based on the assessment results for our students in Kindergarten - 2nd Grade, it is Northmore's goal to achieve the measurable outcomes for each grade level listed below:

Kindergarten:

Progress Monitoring #2 Proficiency: 43% from 21% from last school year

Progress Monitoring #3 Proficiency: 49% from 41% last school year

1st Grade:

Progress Monitoring #2 Proficiency: 32% from 24% from last school year

Progress Monitoring #3 Proficiency: 37% from 29% last school year

2nd Grade:

Progress Monitoring #2 Proficiency: 36% from 28% from last school year

Progress Monitoring #3 Proficiency: 44% from 36% last school year

### Grades 3-5 Measurable Outcomes

Based on the assessment results for our students in 3rd Grade - 5th Grade, it is Northmore's goal to achieve the measurable outcomes for each grade level listed below:

3rd Grade:

Progress Monitoring #2 Proficiency: 20% from 8% from last school year

Progress Monitoring #3 Proficiency: 40% from 20% last school year

#### 4th Grade:

Progress Monitoring #2 Proficiency: 30% from 13% from last school year

Progress Monitoring #3 Proficiency: 40% from 28% last school year. We also expect to see at least 75%

Learning Gains from our students from last year's Progress Monitoring #3 assessment.

#### 5th Grade:

Progress Monitoring #2 Proficiency: 40% from 28% from last school year

Progress Monitoring #3 Proficiency: 50% from 38% last school year. We also expect to see at least 75%

Learning Gains from our students from last year's Progress Monitoring #3 assessment.

## Monitoring

### 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 impact student achievement outcomes.

Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. Because of this fact, intensive monitoring of student data has become part of the culture at Northmore Elementary School.

Knowing all of this, monitoring will take place in a variety of ways. During our weekly Professional Learning Communities (PLCs), each team will review the data from the assessments that have been given to their students. This includes data from district created FSQs and USAs, i-Ready Diagnostics, Imagine Learning Diagnostics and state created Progress Monitoring assessments. Through examining this data, administration and teachers will work together to create action plans to meet the diverse needs of their students. This will include the differentiation of instruction, which is one of our school goals this year.

Monitoring will also take place through walkthroughs and observations conducted by administration. Based on what is seen during these, teachers will be provided with immediate feedback. Our school also meets with teachers and conducts Pupil Progression meetings three times a year with the teachers. At this time, everyone works as a team to determine the needs of each individual student (i.e. May need SBT interventions, Additional ESOL Support).

Other factors that will be monitored will include student attendance (absences and tardies) and the use of student data chats. Students will track their own attendance and receive rewards for being at school on-time. Also, based on the goals students make and reach on their assessments, they will also be provided with incentives. This, in turn, will allow the students to also monitor their performance as well.

### Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

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

## Evidence-based Practices/Programs

**Description:**

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. §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?

There are many evidence-based practices and programs that will be implemented in each grade level.

(1) Talk, Read, Talk, Write: This evidence-based instructional strategy was developed by Nancy Motley and has been adopted by the School District of Palm Beach County’s Multicultural Department.

(2) Small Group Instruction: Teachers, Resource Teachers (i.e. ESOL and ESE) and Academic Tutors will provide strategically, differentiated instructional support for all learnings.

(3) Professional Development: Teachers and support staff will attend ongoing professional development to engage deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation. Professional Development this year will focus on the Talk, Read, Talk, Write initiative as well as scaffolding and differentiation.

(4) Professional Learning Communities (PLCs) and Common Planning: Teachers will collaboratively unite to focus on best practices and methodologies. These teachers will work together to determine instructional strategies that will meet the needs of their students, while learning new best practices from one another.

**Rationale:**

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

(1) The Talk, Read, Talk, Write strategy is a research-based strategy that has been used in elementary schools, middle schools and high schools with a tremendous amount of success. Through the use of this strategy, students are required to utilize their critical thinking and oral language skills when interacting with a text. The students are required to do a majority of the work, while the teacher serves as a facilitator. This will help our lowest performing subgroup, our ESOL students, due to the oral language component. With this strategy, students of all language levels will be able to converse and share what they have discussed and learned.

(2) Incorporating small group instruction utilizing i-Ready subgroup needs assessment data to meet the students' need for foundational skill practice and to identify areas of weakness for targeted remediation. Weekly benchmark assessments will also be used to support growth within the standards. Small groups make it easy for teachers to give students the one-on-one attention they need, to observe their learning in action, and to provide constructive feedback. Students take personalized feedback and use it during

whole class instruction and when doing homework, so the result is improved student outcomes.

(3) Teachers will receive ongoing Professional Development to help them plan, organize, and implement consistent and differentiated learning for all students. They will target remediation and enrichment within their planning. It also fosters a positive and inclusive learning culture, where students feel valued, respected, and motivated. By differentiating instruction and assessment, teachers can enhance the quality and effectiveness of your teaching and learning.

(4) PLC's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress. It also supports teacher's in collaboration with best teaching strategies. The process will allow teachers to match instructional resources to each student's education need(s). PLCs allow educators opportunities to directly improve teaching and learning. PLCs allow teachers an easy way to share best practices and brainstorm innovative ways to improve learning and drive student achievement.

### **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
The school will develop a Literacy Leadership Team that consists of the Principal, Assistant Principal, Single School Culture Coordinators, K-2 Literacy Coach, Media Specialist and ELA Teacher leaders from each grade level. This Literacy Leadership Team will meet at least once a month to monitor the implementation of our school-wide academic literacy initiatives and ensure compliance with the reading plan. In addition to this, the members of the Literacy Leadership Team will conduct daily walkthroughs to monitor and support reading instruction and intervention based on goals that have been established. The members of this team will also coach teachers in literacy best practices as needed.	Friess, Cory, cory.friess@palmbeachschools.org
All district and state assessments will be monitored on a weekly basis and used to make instructional decisions. These assessments will be monitored by administration and the instructional coaches, who will use the data to determine which teachers are in need of literacy coaching cycles. These assessments will also be monitored by the teachers during Professional Learning Communities and Common Planning. During this time, the teachers can use the assessment results to create student groupings, develop re-teach lessons, research and practice best instructional strategies and work together to create action plans to ensure student success.	
Professional Development Days will focus on the two primary school initiatives, which include (1) Talk, Read, Talk, Write and (2) Scaffolding and Differentiation. During these Professional Development Sessions, teachers will participate in high-quality Professional Development from leadership at Northmore, as well as District and Regional Specialists. These individuals will be able to help teachers hone in on their craft even further, thus enhancing student learning and achievement.	Friess, Cory, cory.friess@palmbeachschools.org
Instructional Coaching Cycles will be provided for teachers who are in need of support in ELA. This may include support during whole group literacy, small group literacy, whole group writing and/or small group writing. These coaching cycles will be conducted by the two Single School Culture Coordinators and 0.5 K-2 Literacy Coach. These coaching cycles will include an observation, pre-conference, planning together, modeling, co-teaching and post-conference. In addition to this, we have model classrooms that teachers can visit to observe best instructional practices from their peers.	

## Title I Requirements

### Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))**  
List the school's webpage\* where the SIP is made publicly available.

All Title 1 schools in SDPBC are required to complete a School-wide Plan (SWP) where the answers to these questions are addressed. This information is located on the District Title 1 website.

**Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.**

List the school's webpage\* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

N/A

**Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)**

N/A

**If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))**

N/A