

The School District of Palm Beach County

North Grade K 8 School



2023-24

Schoolwide Improvement Plan (SIP)

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North Grade K 8

824 N K ST, Lake Worth, FL 33460

<https://nges.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.

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

Provide the school's vision statement.

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

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

Name	Position Title	Job Duties and Responsibilities
		<p>and administration the Dual Language Coach is responsible for four main areas: a) observing instructional delivery and providing feedback to enhance and support the development of each subject content area b) supporting teachers in the design of units and lessons for the development of their year long curriculum, c) analyzing data in order to modify curriculum and forms of assessment to meet students' needs, and d) working with the academic staff (grade level chairs, assistant principals, principals) in the school to support sharing of best practices. The Dual Language Coach will work collaboratively with the Instructional Team to advise administration and teachers on developing instructional strategies and intervention programs for struggling students. This may include modeling lessons in classrooms, helping teacher groups plan instruction, creating system-wide policies and procedures, leading family math workshops, and facilitating professional development.</p>
Williams, Luz	School Counselor	<p>The guidance counselor works within North Grade K-8 to provide guidance and evaluate the social emotional needs of our students. This generally involves observation, as well as speaking with teachers and parents to evaluate a student's individual strengths or special needs. The guidance counselor work with all students to maximize their academic and social skills.</p>
Toledo, Natalia	Psychologist	<p>The School Psychologist at North GradeK-8 is directly responsible for the psychological assessment of academic, social, emotional, and behavioral domains utilizing problem-solving and standardized evaluations for North Grade K8 students. The School Psychologist monitors the completion of case study evaluations and participates in Individual Education Plan (IEP) conferences and problem-solving meetings designing systems, programs and services that maximize students' social, emotional, and educational success. In collaboration with staff, families, students, and communities the school psychologist promotes effective educational environments.</p>
McGowan, Sonia	Other	<p>As the TOSA at North Grade, Ms. McGowan's responsibility is as a Middle School Dean, As a Dean she is responsible for contributing to and communicating a vision and focused plan for improving student achievement and student behavior; supporting teachers in improving their instructional practice; creating a community of continuous learning for all staff and students; and fostering a culture of high expectations for all students. In addition, the Dean is charged with building strong partnerships with families and community, creating a safe, supportive school climate, and effectively managing operational, technical and staff issues to promote instructional progress.</p>
Bloom, Tia	Teacher, ESE	<p>The role of the ESE Contact is to make sure that IEPs are written and implemented and that ESE students receive services and accommodations. The ESE contact works with families and provides procedural safeguards.</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 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.

? Through Parent Trainings we support families with educational workshops facilitated by our school counselors,

Behavior Health Professional, Co-located Therapist, reading and math coaches, ESOL, ESE, and Single School

Culture Coordinators and the Administrative Team.

? Our ESOL Coordinator and ESOL School Counselor 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.

? A District Migrant Liaison works with our ESOL Coordinator and ESOL School Counselor 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 district 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 "app" in our assemblies. The "Raptor System" is used to sign parents/visitors before they can go to

a classroom, or school event on campus, and most recently

? Guidance Counselors 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. Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District's Multicultural Department to ensure the implementation with fidelity of programs and services designed to improve the outcomes of our English Language Learners.

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

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

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 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:

- Strategic visioning and planning
- Problem identification and root cause analysis
- Developing action steps towards improvement
- Creating and maintaining a culture of collaboration towards shared decision-making
- Supporting professional learning and improvement

Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of

Interim Assessments, District Diagnostics: FSQ's USA, NGSQ's, Midterms, Semester exams, Reading Plus Diagnostics,

Achieve 3000, Imagine Learning, Math Nation, Khan Academy, FAST Progress Monitoring, Florida Standard Assessments,

End of Course assessments, and, Teacher made assessments. The Unit Assessments will occur at the end of each unit of

study. The FAST assessments will occur three times a year (PM's 1, 2, & 3 in English

Language Arts). The FAST assessments will occur one to two times a year in Algebra I and Geometry.

The annual test administered for ELL students is WIDA ACCESS. The WIDA is used to assess ELL students' proficiency in

the areas of speaking, listening, reading, and writing. Teachers are trained by the ESOL Coordinator to assess data,

modify, and implement differentiated instruction based on the results of data.

The annual test for ESE students is the FSAA. The FSAA is used to assess ESE students' proficiency in all content areas to

include: English Language Arts, Mathematics, Science, Social Studies. Teachers are trained by the ESE Coordinator to assess data, modify, and implement differentiated instruction, based on the results of data.

In addition we closely monitor the Acceleration and the Graduation Rate of our students in grades 9-12.

The Single school culture (Academics, Behavior, Climate) Academics: Collaborative Planning Communities and

Professional Learning Communities occur every week per content area. Content area teachers meet with the academic coaches and administration to discuss and analyze data, modify instruction, and

create standards-based learning goal scales. Student work and best practices are shared and analyzed during Administrative Team meetings, Professional Learning Communities, the Instructional Leadership

Team meetings, Faculty meetings, and School Advisory Council meetings.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource on blender and C-Palms. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum.

Demographic Data

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	86%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (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) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: B 2018-19: B 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

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	0	51	41	19	30	21	19	2	2	185	
One or more suspensions	0	3	2	1	3	4	5	0	0	18	
Course failure in English Language Arts (ELA)	0	90	88	54	87	63	39	5	5	431	
Course failure in Math	0	41	36	34	82	35	34	4	0	266	
Level 1 on statewide ELA assessment	0	0	0	0	71	36	35	4	1	147	
Level 1 on statewide Math assessment	0	0	0	0	72	39	38	1	1	151	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	26	71	36	35	4	1	173	

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	0	59	53	40	97	44	4	1	2	300

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	26	0	0	0	0	0	26
Students retained two or more times	0	0	0	0	0	0	0	1	0	1

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	0	45	24	27	19	25	4	2	0	146	
One or more suspensions	0	0	2	2	2	2	1	2	0	11	
Course failure in ELA	0	4	39	55	40	35	14	0	0	187	
Course failure in Math	0	8	14	41	28	27	7	0	0	125	
Level 1 on statewide ELA assessment	0	0	0	45	20	51	2	1	3	122	
Level 1 on statewide Math assessment	0	0	0	47	28	64	1	1	0	141	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	9	16	42	37	34	8	1	0	147	

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	0	5	17	38	37	39	15	2	0	153

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	0	1	9	0	1	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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	0	51	41	19	30	21	19	2	2	185	
One or more suspensions	0	3	2	1	3	4	5	0	0	18	
Course failure in ELA	0	90	88	54	87	63	39	5	5	431	
Course failure in Math	0	41	36	34	82	35	4	0	0	232	
Level 1 on statewide ELA assessment	0	0	0	0	36	35	4	0	1	76	
Level 1 on statewide Math assessment	0	0	0	72	39	38	1	0	1	151	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	9	16	26	71	36	35	4	1	198	

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	0	59	53	40	97	57	44	4	1	355

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	0	1	26	0	1	0	0	0	30
Students retained two or more times	0	0	0	0	0	0	0	1	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*	47	49	53	53	52	55	44		
ELA Learning Gains				68			52		
ELA Lowest 25th Percentile				53			43		
Math Achievement*	50	51	55	53	45	42	41		
Math Learning Gains				63			40		
Math Lowest 25th Percentile				56			35		
Science Achievement*	50	46	52	30	48	54	29		
Social Studies Achievement*	100	63	68	100	57	59	85		
Middle School Acceleration	94	68	70	100	51	51	7		
Graduation Rate		73	74		38	50			
College and Career Acceleration		39	53		62	70			
ELP Progress	66	53	55	62	64	70	55		

* 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	63
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	438
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	64

2021-22 ESSA Federal Index

OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	638
Total Components for the Federal Index	10
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	38	Yes	2	
ELL	38	Yes	1	
AMI				
ASN				
BLK	44			
HSP	60			
MUL				
PAC				
WHT	65			
FRL	61			

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	40	Yes	1	
ELL	53			
AMI				
ASN				
BLK	50			
HSP	62			

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%
MUL				
PAC				
WHT	81			
FRL	62			

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	47			50			50	100	94			66
SWD	39			36			50				5	49
ELL	31			39			37				5	66
AMI												
ASN												
BLK	40			30			33				5	83
HSP	42			49			50	100	92		7	64
MUL												
PAC												
WHT	70			68			67				4	
FRL	42			45			49	100	92		7	66

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	53	68	53	53	63	56	30	100	100			62
SWD	40	60	53	34	40	21	20					52
ELL	36	56	48	45	62	60	12	100				62
AMI												
ASN												

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
BLK	49	79		35	55	36	24					75
HSP	47	62	49	49	62	60	25	100	100			61
MUL												
PAC												
WHT	80	82		82	82		80					
FRL	47	66	53	48	60	56	27	100	100			61

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	44	52	43	41	40	35	29	85	7			55
SWD	26	47	50	33	33	20	9					56
ELL	26	43	41	35	38	34	11	75				55
AMI	50	60		75	70							
ASN												
BLK	44	62		19	14		14					50
HSP	35	47	38	41	42	37	28	83	0			56
MUL												
PAC												
WHT	75	63		58	42		59					
FRL	37	51	46	37	39	35	22	83	0			55

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	41%	56%	-15%	54%	-13%
07	2023 - Spring	89%	48%	41%	47%	42%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	53%	47%	6%	47%	6%
04	2023 - Spring	49%	58%	-9%	58%	-9%
06	2023 - Spring	50%	45%	5%	47%	3%
03	2023 - Spring	29%	48%	-19%	50%	-21%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	94%	54%	40%	54%	40%
07	2023 - Spring	100%	36%	64%	48%	52%
03	2023 - Spring	29%	57%	-28%	59%	-30%
04	2023 - Spring	37%	52%	-15%	61%	-24%
08	2023 - Spring	100%	65%	35%	55%	45%
05	2023 - Spring	50%	56%	-6%	55%	-5%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	93%	46%	47%	44%	49%
05	2023 - Spring	38%	51%	-13%	51%	-13%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	94%	48%	46%	50%	44%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	65%	35%	66%	34%

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.

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

FY19 FY21 FY22 Learning Gains FY23 PM3

ELA

3 33% 40% 43% 55% 29%
 4 64% 35% 51% 68% 49%
 5 59% 39% 44% 67% 41%
 6 40% 59% 82% 84% 50%
 7 50% 65% 63% 90%
 8 44% 70% 73% 53%
 SWDs 18% 12% 28% 17%

Math

3 49% 33% 44% 82% 29 %
 4 65% 31% 54% 74% 37%
 5 60% 27% 33% 41% 50%
 6 70% 77% 96% 100% 94%
 7 68% 100% 32% 100%
 8 77% 94% 94% 100%
 Algebra 1 100% 94%
 SWDs 24% 22% 28% 6% 23%

Science

5 50% 22% 27% 38%
 8 48% 35% 93%
 SWDs 15% 5% 9% 42%

Civics

7 85% 100% 100%
 SWDs (N/A)

When looking at the data above we see that all grades went down within ELA across all grades except in 7th. Within ELA from FY22 compared to FY23 we see our intermediate grades (3-5) had a decline. However our secondary grades showed growth from FY21 to FY22 and FY23. When looking the SWD data we see increases from one year to the next but then a decline reoccurs. This is a trend.

Contributing factors maybe unfamiliarity with the testing format and new ELA standards. We also had new teachers to both the school and to the profession which caused inexperience with NGK8 routines and processes and with teaching.

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

FY19 FY21 FY22 Learning Gains FY23 PM3

ELA

3 33% 40% 43% 55% 29%

Math

3 49% 33% 44% 82% 29 %

Contributing factors maybe unfamiliarity with the testing format and new ELA standards. We also had

new teachers to both the school and to the profession which caused inexperience with NGK8 routines and processes and with teaching.

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.

STATE SCHOOL

ELA

3 50% 29%

4 58% 49%

5 54% 41%

6 47% 50%

7 47% 90%

8 47% 53%

MATH

3 59% 29%

4 61% 37%

5 55% 50%

6 54% 94%

7 48% 100%

8 55% 100%

SCIENCE

5TH 51% 38%

8TH 47% 93%

CIVICS 66% 100%

ALGEBRA 54% 94%

Contributing factors maybe unfamiliarity with the testing format and new ELA standards. We also had new teachers to both the school and to the profession which caused inexperience with NGK8 routines and processes and with teaching.

When looking at our middle school grades we see that our school outperformed the state in ELA, Math , 8th grade science, civics, and Algebra.

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

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

ELA 7TH DATA

FY19 FY21 FY22 Learning Gains FY23 PM3

50% 65% 63% 90%

MATH 8TH DATA

77% 94% 94% 100%

SCIENC

8th 48% 35% 93%

SWDs 15% 5% 9% 42%

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

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

Ensuring student success is at the forefront of our focus. If we address the areas of concern below, we are

ensuring our students receive the support needed for growth and achievement. When looking at our Early

Warning System indicators our two potential areas of concern are:

Options are below (choose two)

? 10% or more Absence

? Level 1 State Assessments ELA & Math

? Course Failure in ELA & AMP; Math

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

.Professional Development/Professional Learning Communities: Teachers will engage in deep, focused professional development, collaborative planning, and data analysis to strengthen standards-based instructional practices to accelerate student learning in ELA, Mathematics, and Science, particularly within the ESSA subgroups AML achieving below the Federal Index. PLCs continue to be an active part of our school schedule; they receive embedded PD. During PLCs, we will focus on developing effective and relevant instruction through: unpacking standards, analyzing data, developing standards based lesson using vetted resources and materials from the District, share best practices, following/ participating with the coaching continuum model,

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

Our goals are as follows:

1.Increase Reading Proficiency in Grade 3. Through Data analyzation we will work with our Supplemental Instruction students to increase their reading proficiency.

2.Small Group Differentiated Instruction:

4. Increase in Student Engagement: Student engagement is another area of focus. To facilitate active participation in the learning process, teachers must plan and employ engagement strategies.

5. The attendance rate is important because students are more likely to succeed in academics when they attend school consistently. In addition to falling behind in academics, students who are not in school on a regular basis are more likely to not be actively involved in school. This negatively affects their social and emotional growth towards their future success. We will be targeting students with excessive absenteeism through SBT. We will be implementing district initiatives as well as setting up plans for students that are missing more than 10% of school days. At North Grade elementary we develop student engagement and participation towards 100% attendance through various incentives and recognition. For

example, we do tiger ticket drawings for various prizes (pencils, fidgets and gift cards) and special seating in cafeteria, lunches with administration, etc.

Area of Focus

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

#1. 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 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.

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

FY19 FY21 FY22 Learning Gains FY23 PM3

ELA

3 33% 40% 43% 55% 29%

4 64% 35% 51% 68% 49%

5 59% 39% 44% 67% 41%

6 40% 59% 82% 84% 50%

7 50% 65% 63% 90%

8 44% 70% 73% 53%

SWDs 18% 12% 28% 17%

Math

3 49% 33% 44% 82% 29 %

4 65% 31% 54% 74% 37%

5 60% 27% 33% 41% 50%

6 70% 77% 96% 100% 94%

7 68% 100% 32% 100%

8 77% 94% 94% 100%

Algebra 1 100% 94%

SWDs 24% 22% 28% 6% 23%

Science

5 50% 22% 27% 38%

8 48% 35% 93%

SWDs 15% 5% 9% 42%

Civics

7 85% 100% 100%

SWDs (N/A)

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

Measurable Outcome:

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

February 2024 May 2024

Student Learning Outcomes (SWD)

ELA +3% +3%

Math +3% +4

Science +4 +4%

Teacher Practice Outcomes

By February of 2024 70% of our teachers will be utilizing differentiated small group instruction to ensure students comprehension of the grade level standards as evidence through walk throughs and data

analysis.

By May of 2023 90% of our teachers will be utilizing differentiated small group instruction to ensure students comprehension of the grade level standards as evidence through walk throughs and data analysis.

Coaching Practices

By February of 2024 40% of our tier 3 teachers will transition to tier 2 support services.

By May of 2024 60% of our tier 2 teachers will transition to tier 1 while an addition 10% of our tier 3 teachers will transition to tier 2 support services.

Monitoring:

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

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

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

Principal

Assistant Principal

Single School Culture Coordinator

Reading Coach

Dual Language Coordinator

ELL Coordinator

Person responsible for monitoring outcome:

Nicole Patterson (nicole.patterson@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.)

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

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. Incorporate small group instruction utilizing USA and FSQ data to meet the students' need for standards based practice and to identify areas of weakness for targeted remediation. Both USA's and FSQ's have proven successful in preparing students for the FSA.
2. Students who participate in the FSA tutoring program have demonstrated an increase in student achievement based on the most recent data from standardized assessments.
3. Iready, Imagine Learning, Istation, and Achieve 3000, have aided in significantly increasing student achievement when the programs used with fidelity.
4. PLC's and PD's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress.

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.

1. Incorporate Small group instruction to ensure ESE and Gen Ed teachers work collaboratively to support all students:
 - a. Students will be assessed using USA's and FSQ's in both Math and Language Arts. Teachers will utilize Differentiated Instruction strategies and small group instruction in all ELA and Math courses.
 - b. Teachers will analyze student data to determine strengths and weaknesses in content area. Teachers will analyze student data to ensure fidelity to the IEPs and the learning of the grade level standards
 - c. Teachers will create all small group rotational cycles to ensure all students supported at their abilities (SWDs, whites).
 - d. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.
 - e. Teachers develop ongoing formative assessments to track student learning and make adjustments to instruction.
 - f. Monitoring will occur through classroom walks and student data analysis.

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

By When: September 2023 - May 2024

2. Tutorials:
 - a. Analyze student data to determine students for tutorial groups and the support necessary.
 - b. Choose research-based supplemental materials and resources to during tutorials.
 - c. Analyze teacher classroom data to determine who will be tutors ensure ESE support.
 - d. Provide tutors with ESE training to understand expectations and become familiar with materials to execute tutorials.
 - e. Students will be selected and grouped for pullout tutorials, afterschool and Saturday success academies based on the results from FY23 State assessments, FSQs, USAs and Winter Diagnostics; and ESSA identified subgroups:SWD
 - F. Monitoring will occur through attendance logs and data analysis

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

By When: October 2023 through May 2023

3. Adaptive Technology (Iready, IXL):
 - a. Provide teachers with professional development to ensure appropriate use of adaptive technology.
 - b. Teachers will develop a rotational schedule to ensure all students have access to technology.
 - c. Teachers will engage students in small group instruction based on adaptive technology results. standards-based planning to build teachers capacity with FSA standards and item specifications during PLCs.
 - d. Teachers will work collaboratively to plan and monitor student progress to develop lessons focused on strategies aligned to the standards.
 - e. Instructional coaches will build professional learning opportunities for teachers to utilize research based strategies.
 - F. Monitoring will occur through classroom walks and student data analysis

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

By When: August 2023 - May 2024

PLC's/Professional Development:

- a. Development of a PLC schedule to include all content area teachers, resource teachers, and electives.
- b. The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs
- c. The SSCC, Dual Language Coach, Reading Coach, ESOL Coordinator and ESE teachers will develop and implement the coaching cycle to build teachers capacity with the gradual release model, small group instruction and differentiated instruction.
- d. Instructional coaches and resource teachers will assist with standards-based planning to build teachers capacity with B.E.S.T standards and item specifications during PLCs. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.
- e. Instructional coaches will build professional learning opportunities for teachers to utilize research based strategies.
- F. Monitoring will occur through classroom walks and PLC Agendas

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

By When: August 2023 - May 2024

#2. Positive Culture and Environment specifically relating to Other

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.

Attendance Data from FY23 shows the following amount of students with more than 10% absences:
FY22/23 21/22

1st - 51 45

2nd - 41 24

3rd - 19 27

4th - 30 19

5th - 21 25

6th - 19 4

7th - 2 2

8th - 2 0

In alignment to the District's Strategic Plan, we enhance a sense of belonging, safety, and acceptance for all students. Our instructional priority is to use trends in student data to identify needs in order to support positive behaviors.

Measurable Outcome:

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

Our goal is to reduce attendance concerns by the following

December 2023 -3%

March 2024 - 3%

May 2024 - 4%

Monitoring:

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

Teachers monitor student attendance through SIS. Employed a new attendance clerk who will be monitoring SIS and communicating with administration and parents issues and concerns.

Person responsible for monitoring outcome:

Nicole Patterson (nicole.patterson@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.)

Required Instruction Florida State Statute 1003.42 and Policy 2.09

Schoolwide attendance plan

Schoolwide positive behavior

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. Required Instruction 1003.42 and Policy 2.09: 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. Stakeholders play a key role in school performance and addressing equity.

2. Schoolwide Attendance Plan: The attendance rate is important because students are more likely to succeed in academics when they attend school consistently. It's difficult for the teacher and the class to build their skills and progress if a large number of students are frequently absent. An attendance plan will ensure all stakeholders understand the expectations and can collaborate to support all students

to be in school on time and ready to learn.

3. SWPBS: supports the decrease of levels of disruptiveness, rates of office referrals, and suspensions. To improve school climate, safety, and order. To increase instructional time.

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.

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

2. 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.

3. Our school highlights multicultural diversity within the curriculum and the arts.

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

By When: August 2023 - May 2024

1. Host assemblies to explain the expectations of behavior and attendance.
2. Teachers track attendance daily. Attendance clerk track whole school attendance and communicates issues to administration and parents.
3. Attendance letters distributed and phone calls as needed.
4. Incentive programs established to motivate 100% attendance and no tardies.

Person Responsible: [no one identified]

By When: August 2023- May 2024

SwPBS Action Steps:

- a. Cafeteria assemblies are conducted to review expectations
- b. Teachers reinforce expected behaviors in and out of the class through positive rewards
- c. Trimester celebrations are held
- d. Weekly House meetings are conducted to motivate and team building
- e. Ongoing student recognition through the use of the RCA app.

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

By When: August 2023- May 2024

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 and ESE) support during small group instruction.
2. 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.
3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies.
4. Instructional Coaches will provide teachers with a variety of levels of support to ensure teacher development and growth.
5. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.
6. The Regional and Instructional Superintendents monitor the implementation of strategies, and the District Reading Collaboration team provides professional development.
7. Regular (i.e., quarterly) data collection and review meetings will be scheduled between the District Reading Collaboration team and Regional/Instructional Superintendents to determine individual school needs and provide additional training and support.
8. The District Reading Collaboration team provides professional development to schools based on needs.
9. Curriculum Resources: Curriculum resources to enhance ELA, Science, Civics & Math skills and support student mastery of the Florida B.E.S.T. standards, will support literacy across the content areas, will support social emotion growth through the resources found in the Skills for Learning & Life (SLL) Resource Center to promote character education.
10. 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, as well as academic achievement.
11. Collaborative support from the district ESE department, TO ensure our SWDs receive equal and equitable access to learning.

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

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

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

According to the data our students are not entering third grade prepared for the rigors of the standards and state assessment. According to iReady FY 23 data 36% of our incoming third grade students are reading at an on-grade level data. iReady also shows that our overall primary grades proficiency is low.

Kindergarten- 74% Proficient

First Grade- 50% Proficient

Second Grade- 39% Proficient

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

Phonological awareness- 30% Proficient

Phonics- 29% Proficient

High-Frequency Words- 33% Proficient

Vocabulary- 19% Proficient

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

When looking at FY24 FAST PM #1-#3, we see the following percentages are on track

PM1 PM2 PM3

K: 18% 25% 25%

1st: 26% 31% 35%

2nd: 12% 18% 22%

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

If we focus on Standards-based instruction to increase overall 3-5 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 our tested grade levels in all content areas including our ESSA identified subgroups:

FY19 FY22 Learning Gains FY23 PM3

ELA

3 39% 45% 45% 30%
 4 64% 55% 55% 54%
 5 59% 46% 46% 46%
 6 40% 84% 84% 48%
 7 63% 63% 89%
 8 70% 70% 53%
 SWDs 26% 14.9% 40%

Our FAST Data shows the following percentages are level 3 or higher.

PM1 PM2 PM3

3rd: 34% 30% 30%
 4th: 48% 47% 54%
 5th: 50% 43% 46%
 6th: 33% 48% 48%
 7th 90% 84% 89%
 8th 73% 73% 53%

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

The measurable outcomes for 2024 are:

February 2024 May 2024

Kindergarten- 50% On Track 70% On Track

First Grade- 45% On Track 60% On Track

Second Grade- 35% On Track 45% On Track

Grades 3-5 Measurable Outcomes

The measurable outcomes for 2024 are:

2. Grades 3-5

P.M.2 P.M.3

3rd 30% Proficient 40% Proficient

4th 50% Proficient 60% Proficient

5th 45% Proficient 55% Proficient

6th 45% Proficient 55% Proficient

7th 75% Proficient 90% Proficient

8th 45% Proficient 60% Proficient

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.

Monitoring will occur throughout our PLC for each grade level. Each team will review iReady diagnostic and growth monitoring checks, Reading running records, and end of unit assessments from the Benchmark Series.

We will also use grade level FSQ and USA to track growth within standards.

We will also review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/portfolio/binder

reviews, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/participation, all Formative/Summative Assessments and Technology

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Patterson, Nicole, nicole.patterson@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?

1. Small group instruction: Teachers and well as supplemental support teachers will provide strategically, differentiated instructional support for all learnings.

2. 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.

3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.

Rationale:

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. Incorporate small group instruction utilizing iReady 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.

2. Teachers will receive ongoing PD to help them plan, organize, and implements consistent and differentiated learning for all students. They will target remediation and enrichment within their planning and PD. 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.

3. 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 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
<p>Develop Literacy Leadership Schools must have a Literacy Leadership Team, consisting, in part, of a School administrator, Reading coach, Media specialist, Lead teacher</p> <p>Develop a plan to monitor the implementation & ensure compliance with the reading plan</p> <p>Walkthroughs to weekly monitor and support reading instruction & intervention (Look Fors, CAO updates)</p> <p>School Leaders have a process to identify areas of strengths and next steps (Utilizing data, Analyzing Data)</p>	<p>Patterson, Nicole, nicole.patterson@palmbeachschools.org</p>
<p>2. Assessment:</p> <p>1. Incorporate Small group instruction; focusing on four aspects of Literacy; writing, reading, speaking & listening) (Professional Learning/Literacy Coaching)</p> <p>a. Students will be assessed using FAST K-2 STAR, FAST 3-5 Cambium iReady, Benchmark Unit Assessments and FSQ's in Language Arts. Teacher will utilize Differentiated Instruction strategies and small group instruction (Assessment).</p> <p>b. Teachers will analyze student data to determine strengths and weaknesses in content area.</p> <p>c. Teachers will create all small group rotational cycles to ensure all students supported at their abilities</p> <p>d. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.</p> <p>e. Teachers follow District Assessment schedule of ongoing formative assessments to track student learning & adjust instruction continuously</p>	<p>Patterson, Nicole, nicole.patterson@palmbeachschools.org</p>
<p>3. Interventions (Assessment / Professional Learning)</p> <p>1. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.</p> <p>2. Use K-5 Reading intervention with guidelines for schools to determine students' needs</p>	
<p>4. Professional Development</p> <p>1. School admin and Literacy Leadership Teams attend training on the operational plan for collection and regular review of progress monitoring data to evaluate the effectiveness of instruction in Core (Tier 1) and to monitor progress of students receiving Supplemental (Tier 2) and Intensive (Tier 3) interventions.</p> <p>2. School leaders share the plan with staff in faculty meetings and PLCs.</p> <p>3. The principal monitors the implementation through walkthroughs, instructional rounds, PLCs, etc. to ensure the plan is implemented effectively.</p> <p>4. The Regional and Instructional Superintendents monitor the implementation, and the District Reading Collaboration team provides professional development.</p> <p>5. The Instructional and Regional Superintendents are responsible for ensuring that principals follow the School-level Reading Plan implementation and monitor progress.</p>	

Action Step	Person Responsible for Monitoring
6. Regular (i.e., quarterly) data collection and review meetings will be scheduled between the District Reading Collaboration team and Regional/ Instructional Superintendents 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.	

5. Professional Development (Professional Learning/Literacy Coaching)
- Coach, SSCC will create an ongoing PD session that consist of mandatory and voluntary sessions that teachers will attend.
 - Coach and SSCC will provide ongoing modeling, pre and post conferences, and in class room support
 - ongoing observations from principal and assistant principal with feedback will be provided to teachers.

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6. PLC's: (Professional Learning)
- Development of a PLC schedule to include all content area teachers and resource teachers.
 - The PLCs sessions will focus on data analysis and effective instruction based on the 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 the standards.

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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 I schools in SDPBC are required to complete a Schoolwide 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