Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Northmore Elementary School

4111 N TERRACE DR
West Palm Beach, FL 33407
561-494-1700
www.edline.net/pages/northmore_elementary

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	98%

Alternative/ESE Center	Charter School	Minority Rate
No	No	93%

School Grades History

2013-14	2012-13	2011-12	2010-11
F	D	D	C

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked “N/A” by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 3 or more	5	Gayle Sitter

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Northmore Elementary School

Principal
Nancy Robinson

School Advisory Council chair
Elizabeth Eigelbach

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Nancy Robinson	Principal
Darlene Starling	Assistant Principal
Elizabeth Eigelbach	SAC Chair/ Math Coach
Lisa Galliani	Reading Coach
Pamela Jackson	School Counselor

District-Level Information

District
Palm Beach

Superintendent
Mr. E. Wayne Gent

Date of school board approval of SIP
11/19/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Nancy Robinson, Principal
Elizabeth Eigelbach, SAC Chairperson
Pamela Jackson, Guidance
Cecie Williams, Parent
Kimme Hutchinson, Parent
Etta Davis, Parent
Angela Walker, Parent

Involvement of the SAC in the development of the SIP

Draft of School Improvement Plan was reviewed during the October SAC Meeting and revisions will be made throughout the year during SAC Meetings.

Activities of the SAC for the upcoming school year

1. Establish voting members (teachers, support staff, parents, community members, and business partners).
2. Review School Improvement Plan and provide recommendations for improvement.
3. Discuss Academic Goals, Behavior Management Programs and Incentives, Tutorial/ Enrichment Programs, Parental Involvement Initiatives, Student Attendance Data, Student Suspension Data, and provide recommendations for School Year 2013-2014.

Projected use of school improvement funds, including the amount allocated to each project

Will be determined when funds become available

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Members will be elected and duties will be established at our second SAC meeting on October 2nd.

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators

2

 # receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Nancy Robinson		
Principal	Years as Administrator: 19	Years at Current School: 19
Credentials	BS Elem Ed, Master Special Education Specialist, Educational Leadership Certified in Elem Ed, Learning Disabilities, School Principal and ESOL Endorsed	
Performance Record	FY13 School grade D; Mastery levels in the following content areas include: Reading (31%), Writing (69%), Math (33%), and Science(44%). FY12 School grade D; Mastery levels in the following content areas include: Reading (28%), Writing (89%), Math (38%), and Science (29%). FY11 School grade C; Mastery levels in the following content areas include: Reading (54%), Writing (94%), Math (60%), and Science (36%). AYP was not accomplished. FY10 School grade B; Mastery levels in the following content areas include: Reading (47%), Writing (88%), Math (66%), and Science (40%). AYP was not accomplished.	

Darlene Starling		
Asst Principal	Years as Administrator: 6	Years at Current School: 20
Credentials	Elementary Education (1-6) Specific Learning Disability, Emotionally Handicapped, Severely Emotionally Handicapped ESOL Endorsement Reading Endorsement Educational Leadership	
Performance Record	FY13 School grade D; Mastery levels in the following content areas include: Reading (31%), Writing (69%), Math (33%), and Science(44%). FY12 School grade D; Mastery levels in the following content areas include: Reading (28%), Writing (89%), Math (38%), and Science (29%). (2011) Lincoln Elementary School - School Letter Grade "A" - 95% AYP Criteria Met (2010) Lincoln Elementary School - School Letter Grade "C" - 82% AYP Criteria Met	

Instructional Coaches

# of instructional coaches
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Elizabeth Eigelbach		
Full-time / School-based	Years as Coach: 1	Years at Current School: 8
Areas	Mathematics	
Credentials	BA Elementary Education ESOL Endorsement	
Performance Record	FY13 School grade D; Mastery levels in the following content areas include: Reading (31%), Writing (69%), Math (33%), and Science(44%).	

Lisa Galliani		
Full-time / School-based	Years as Coach: 0	Years at Current School: 1
Areas	Reading/Literacy	
Credentials	BA Elementary Education MS Reading Reading Endorsement ESOL Endorsement Gifted Endorsement	
Performance Record		

Classroom Teachers

# of classroom teachers
38

 # receiving effective rating or higher
38, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
35, 92%

 # ESOL endorsed
17, 45%

 # reading endorsed
4, 11%

 # with advanced degrees
12, 32%

 # National Board Certified
0, 0%

 # first-year teachers
3, 8%

 # with 1-5 years of experience
10, 26%

 # with 6-14 years of experience
15, 39%

 # with 15 or more years of experience
8, 21%

Education Paraprofessionals

# of paraprofessionals
1

 # Highly Qualified
1, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
0

 # receiving effective rating or higher
(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

School-based Leadership Team attends the Job Fair and assigns mentors to new teachers.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

The school's mentoring plan includes one-on-one sessions, monthly mentoring activities that include classroom management, instructional best practices, data analysis and FCAT prep/ Common Core activities.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

School personnel meets regularly to review diagnostic data and progress monitoring during data chats, LTMs and Common Planning. Tier I core instruction and objectives are firmly established for all students.

Tier 2 consists of Triple i, Math Re-teaching Lab, and Extended Day Reading along with strategies designed to remediate deficiencies as needed. In addition, Saturday Tutorials are extended for the purpose of offering tiered support. Identified students will be referred to the school based RTI leadership team for Tier 3 Support.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Our School Leadership team consists of the School Principal, Assistant Principal, School Counselor, Reading Coach, Math Coach and Science Coach. The team meets regularly to review current data to establish a plan of action for at risk students. Evidence based interventions are identified through professional development, school district leadership, and state recommended materials. Progress monitoring is accomplished through data chats, student portfolios, district and state assessments, school based team meetings, and LTMs. The school offers professional development opportunities such as cooperative structures, positive behavior support, and assessments.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The leadership team monitors the fidelity of the school's MTSS and SIP through common planning and LTMs, classroom walk-throughs, and EDW reports. The SwPBS utilizes data from the PBS Implementation Checklist, Benchmarks of Quality , and Self Assessment Survey to support and revise current system.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Educational Data Warehouse is used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, math, science, and writing. School-wide system is developed to utilize journals and portfolios in all content areas. The Marzano Teacher Evaluation system is used to measure student engagement and teacher performance. TERMS is used to measure attendance and behavior data. The Discipline Dashboard Data is used to monitor school-wide behavior and attendance.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Staff is trained during faculty meetings, on professional development days, and trainings as scheduled and coordinated by the administration and school based team leader. Parents are informed through the monthly newsletter, Edline, and parent functions such as Curriculum Nights, Open House, etc..

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students

Minutes added to school year: 60

All teachers teach sixty minutes of Extended Day reading. The programs used are: Leveled Literacy Intervention (LLI), Soar to Success, Mondo Oral Language (K-2), Words Their Way and Wordly Wise. Groups are strategically selected using data and pull out groups allow for low student to teacher ratios.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

In Kindergarten through second grade, The K-4 Literacy Assessment System measures students' oral language ability. In third through fifth grade, EDW, the K-4 Literacy Assessment System, FAIR and LLI informal Reading Running Records are used to determine the effectiveness of the strategies in place.

Who is responsible for monitoring implementation of this strategy?

The administration, learning coaches, and all teachers are responsible for monitoring the implementation of Extended Day Reading.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Lisa Galliani	Reading Coach
Additional members to be announced	

How the school-based LLT functions

The Northmore Literacy Leadership Team meets monthly as a part of team leader meetings to address the efficiency of all literacy related issues, programs, materials, instruction, assessment and staff development needs for all K-5 students.

Major initiatives of the LLT

The major initiative of the LLT for the 2013-2014 school year will be the effective implementation of the new Scholastic Reading Series with fidelity to increase student proficiency and foster a love of literacy.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Parents are invited to Kindergarten Round-up in order to be informed of the school's enrollment process (including documents needed). Parents are notified via fliers given to surrounding day cares and housing communities as well as the school's marquee. Students and parents are invited to Meet the Teacher Day during preschool and Bridges at Northwood contacts surrounding Head Start programs to develop collaborative efforts.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	48%	28%	No	53%
American Indian				
Asian				
Black/African American	46%	30%	No	51%
Hispanic	48%	24%	No	54%
White				
English language learners	39%	14%	No	45%
Students with disabilities	23%	5%	No	31%
Economically disadvantaged	47%	28%	No	52%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	39	21%	41%
Students scoring at or above Achievement Level 4	17	9%	12%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	117	64%	75%
Students in lowest 25% making learning gains (FCAT 2.0)	23	66%	75%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		40%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		45%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		20%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	36	68%	100%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	45%	33%	No	51%
American Indian				
Asian				
Black/African American	43%	30%	No	48%
Hispanic	52%	45%	No	57%
White				
English language learners	36%	38%	Yes	42%
Students with disabilities	31%	0%	No	38%
Economically disadvantaged	43%	33%	No	49%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	39	21%	37%
Students scoring at or above Achievement Level 4	21	12%	14%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	99	54%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	19	54%	75%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	17	31%	36%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		16%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	150		100
Participation in STEM-related experiences provided for students	300	70%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	17	3%	0%
Students retained, pursuant to s. 1008.25, F.S.	20	4%	1%
Students who are not proficient in reading by third grade	68	81%	40%
Students who receive two or more behavior referrals	71	14%	7%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	61	12%	6%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

In FY2014, we expect to increase the number of parents and/or guardians participating in school-wide community events such as the Annual Title One Meeting, SAC Meetings, Families Reading Together, etc.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Annual Title One Meeting	9	2%	10%
SAC Meetings (September through May)	81	18%	25%
Families Reading Together	52	12%	25%
FCAT Parent Training(s)	21	10%	20%

Area 10: Additional Targets

Additional targets for the school

Northmore Elementary School will infuse the content required by Florida Statute 1003.42(2) and school board policy 2.09(8)(b) as applicable to appropriate grade levels including but not limited to:
*History of Holocaust
*History of Africans and African Americans
* Hispanic Contributions
* Women's Contributions
*Sacrifices of Veterans

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Northmore teachers infuse the content required by state statute and school board policy through fine arts and classroom instruction.	28	80%	100%

Goals Summary

G1. Teachers will increase the amount of accountable talk when having students work and discuss collaboratively.

G2. Increase sustained independent reading in all content areas.

G3. Improve attendance of chronically absent and tardy students.

G4. Increase rigor through all content areas.

Goals Detail

G1. Teachers will increase the amount of accountable talk when having students work and discuss collaboratively.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Primary accountable talk prompt cards
- Intermediate accountable talk prompt cards

Targeted Barriers to Achieving the Goal

- Grouping Strategies/Time on task
- Professional development

Plan to Monitor Progress Toward the Goal

Daily student interaction will mirror various Kagan Cooperative Structures (Mix-Pair-Share, Carousel Review, Agree-Disagree Line-Ups)

Person or Persons Responsible

Administration, Leadership Team and Kagan Cooperative Learning Team

Target Dates or Schedule:

On-going

Evidence of Completion:

Walk-throughs, Best Practice Share-Out at Faculty Meetings, Marzano Evaluation system, Multiple Intelligence Lesson Plan Form from Kagan Cooperative Learning

G2. Increase sustained independent reading in all content areas.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Social Studies
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- Parental Involvement
- EWS - Elementary School

Resources Available to Support the Goal

- Leveled Classroom Libraries
- Just Right Book Bags for Each Student
- Independent Reading Level Bookmarks for each student
- High-Interest, Non-fiction Content Area Reading Material

Targeted Barriers to Achieving the Goal

- The need for reading stamina across content areas
- Complexity level of content area reading material

Plan to Monitor Progress Toward the Goal

Classroom teachers, the Literacy Coach, and the Administration will have monthly data chats to discuss the frequency of their sustained independent reading.

Person or Persons Responsible

Classroom Teachers, Literacy Coach, Administration

Target Dates or Schedule:

Monthly

Evidence of Completion:

Data Chat Forms Lesson Plans

G3. Improve attendance of chronically absent and tardy students.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- Parental Involvement
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Bridges at Northwood
- Parent Liaison
- School Counselor
- Attendance Task Force
- CLF

Targeted Barriers to Achieving the Goal

- Parental Support

Plan to Monitor Progress Toward the Goal

Teachers will check class attendance records to see if their is a decrease in chronically absent and tardy students.

Person or Persons Responsible

Attendance Task Force, Classroom Teachers

Target Dates or Schedule:

Monthly

Evidence of Completion:

Class Attendance Sheets, EDW and Terms Attendance Data

G4. Increase rigor through all content areas.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Social Studies
- Science
- Science - Elementary School
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Detailed master calendar that lays out the Gradual Release of Responsiblity Model of Instruction by each time period
- Coaching Cycle Log
- Interactive Journal Question Stem Labels
- Webb's Depth of Knowledge higher order thinking chart
- "Look-fors" sheet developed to easily check for effective, rigorous delivery of instruction

Targeted Barriers to Achieving the Goal

- Low levels of understanding of rigorous instructional delivery methods.

Plan to Monitor Progress Toward the Goal

Administrative will meet with coaches to review frequency charts and coaching cycle logs. Student assessment data will be reviewed and progress will be monitored.

Person or Persons Responsible

School-based Administration Area 4 Administrative Team

Target Dates or Schedule:

9/27/2013- Ongoing

Evidence of Completion:

Frequency Charts Coaching Logs Student Assessment Data

Action Plan for Improvement

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

G1. Teachers will increase the amount of accountable talk when having students work and discuss collaboratively.

G1.B1 Grouping Strategies/Time on task

G1.B1.S1 Implement Kagan Cooperative Learning Structures to reinforce grouping strategies and behaviors

Action Step 1

Assign a Cooperative Learning Team to attend Kagan Workshops and model structures for teachers

Person or Persons Responsible

Administration and Leadership Team

Target Dates or Schedule

Beginning of the school year

Evidence of Completion

Classroom Walkthroughs

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B1.S3 Instructional Coaches will model accountable talk in the classroom

Action Step 1

Stipends for PD

Person or Persons Responsible

Participants of the workshop

Target Dates or Schedule

Completion of workshop

Evidence of Completion

Agenda and sign-in sheets

Facilitator:

PD Trainers

Participants:

Selected staff members

Action Step 2

Technology such as IPads for walkthroughs.

Person or Persons Responsible

Administration

Target Dates or Schedule

During observations to provide teacher development

Evidence of Completion

Documents/Files in Iobservation

Facilitator:

Administration

Participants:

All teachers

Action Step 3

Consumable supplies such as card stock.

Person or Persons Responsible

All teachers

Target Dates or Schedule

as needed

Evidence of Completion

Documentations

Facilitator:

Administration

Participants:

All staff

Action Step 4

Providing staff development for classroom teachers.

Person or Persons Responsible

Coaches, Area 4

Target Dates or Schedule

During LTM, common planning, PDD

Evidence of Completion

Walkthroughs,

Facilitator:

Coaches, Area 4

Participants:

All Teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Walk-throughs, conversation with students

Person or Persons Responsible

Administration and Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Marzano Evaluation system, Multiple Intelligence Lesson Plan Form from Kagan Cooperative Learning

Plan to Monitor Effectiveness of G1.B1.S3

Observable increase in class/ team interactions, student communication and decision-making skills

Person or Persons Responsible

Administration and Leadership Team

Target Dates or Schedule

On-going

Evidence of Completion

Student feedback, task-specific assignments, student surveys

G1.B2 Professional development

G1.B2.S1 Teachers will attend Professional Development provided by Kagan Learning Structures as well as participate in cooperative learning structures during Professional Development Days and Faculty Meetings.

Action Step 1

Ongoing Cooperative Learning Structures Training

Person or Persons Responsible

All teachers

Target Dates or Schedule

October 12, 2013 - Ongoing

Evidence of Completion

Sign-in Sheets

Facilitator:

Select Staff Members

Participants:

All Northmore Staff

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Evidence of Elements 7 and 15 in the teacher evaluation system

Person or Persons Responsible

Adminsitration

Target Dates or Schedule

Walk-throughs, formal, and informal observations

Evidence of Completion

Teacher rating scale

Plan to Monitor Effectiveness of G1.B2.S1

Teacher Professional Growth Plan

Person or Persons Responsible

Administration

Target Dates or Schedule

Each Trimester

Evidence of Completion

Progress monitoring of PGP's.

G2. Increase sustained independent reading in all content areas.

G2.B1 The need for reading stamina across content areas

G2.B1.S1 Increase independent reading sessions across all grade-levels (example - twenty minutes sustained independent reading followed by a mid-session share out, concluding with sustained independent reading).

Action Step 1

Bookmarks, journals and Just Right Bags

Person or Persons Responsible

Reading teachers and coach

Target Dates or Schedule

beginning of year and when as needed when new students arrive

Evidence of Completion

Observation of students

Action Step 2

Provide a variety of Independent books

Person or Persons Responsible

All teachers

Target Dates or Schedule

During instructional day

Evidence of Completion

Walkthroughs

Action Step 3

Provide Tutorials for select students

Person or Persons Responsible

Tutorial teachers

Target Dates or Schedule

Saturday and during the day

Evidence of Completion

Sign-ins

Action Step 4

Provide Tiered support through resource teacher

Person or Persons Responsible

.5 Resource teacher

Target Dates or Schedule

During instructional day

Evidence of Completion

Lesson plans

Action Step 5

Increase student independent reading throughout the instructional day.

Person or Persons Responsible

All classroom teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans Classroom Walkthroughs

Facilitator:

Participants:

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Administration will monitor the frequency and duration of independent reading during walk-throughs and the Literacy Coach will gather information on independent reading stamina in each class during the coaching cycle.

Person or Persons Responsible

Administration Literacy Coach

Target Dates or Schedule

During classroom walk-throughs and coaching cycle

Evidence of Completion

Administrative Walk-throughs Coaches Log

Plan to Monitor Effectiveness of G2.B1.S1

After each weekly content area assessment, the Instructional coaches and administration will discuss results and chart progression in regards to reading stamina and content area text complexity.

Person or Persons Responsible

Administration Literacy Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Area 4 Weekly Assessment Data Sheet

G2.B1.S2 Provide students with opportunities to share the books they are reading to increase engagement and promote independent reading.

Action Step 1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2.B2 Complexity level of content area reading material

G2.B2.S1 Leveled Classroom Libraries that include a variety of genres and a wide selection of reading material.

Action Step 1

Uniform book leveling task group

Person or Persons Responsible

Assigned staff members

Target Dates or Schedule

designated days - ongoing

Evidence of Completion

classroom libraries and student just right book bags

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Random validity checks

Person or Persons Responsible

Reading Coach and Area Support

Target Dates or Schedule

Ongoing

Evidence of Completion

Book baskets in each room

Plan to Monitor Effectiveness of G2.B2.S1

Data chats with students

Person or Persons Responsible

Administration and classroom teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Reading Running Records

G3. Improve attendance of chronically absent and tardy students.

G3.B1 Parental Support

G3.B1.S2 The Leadership Team will create an attendance Task Force consisting of administration, a parent liason, and the Guidance Counselor.

Action Step 1

Provide parent training and parental support.

Person or Persons Responsible

Parent Liaison

Target Dates or Schedule

Daily

Evidence of Completion

Attendance rosters

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Hold Curriculum Nights for both reading and math to increase parent involvement and provide opportunities to build relationships with parents and emphasize the importance of attendance and punctuality.

Person or Persons Responsible

Attendance Task Force

Target Dates or Schedule

Monthly

Evidence of Completion

EDW and Terms attendance data, Curriculum Night Sign-In sheets and agendas, Parent Involvement Surveys

Plan to Monitor Effectiveness of G3.B1.S2

Increase Curriculum Night Attendance and plan Curriculum Night to emphasize the importance of attendance and parent involvement.

Person or Persons Responsible

Attendance Task Force

Target Dates or Schedule

On-Going

Evidence of Completion

EDW and Terms Attendance Data, Parent Involvement Surveys, and Curriculum Night Sign-In Sheets/Agendas

G4. Increase rigor through all content areas.

G4.B1 Low levels of understanding of rigorous instructional delivery methods.

G4.B1.S2 Implement the full coaching cycle (planning, model, co-teach, observe, debrief) in order to increase rigorous instruction for all content areas.

Action Step 1

Professional development for the school-based Instructional Coaches on the full coaching cycle (planning, model, co-teach, observe, debrief)

Person or Persons Responsible

Area 4 instructional Specialists and support staff

Target Dates or Schedule

Begin on 9/13

Evidence of Completion

Agendas Area 4 sign-in sheets

Facilitator:

Coaches, Area 4 and administration

Participants:

All staff

Plan to Monitor Fidelity of Implementation of G4.B1.S2

Classroom Observational Data and Logs, Leadership Meeting Agendas, and Weekly Look-For sheets will monitor the fidelity of the the implementation of the strategy.

Person or Persons Responsible

School and Area 4 Administrative Teams

Target Dates or Schedule

9/27/13-ongoing

Evidence of Completion

Increase in teachers asking higher order questions and rigorous student responses as observed through classroom walkthroughs and evidence of student work. (Journals, writing samples, student work, conference notes)

Plan to Monitor Effectiveness of G4.B1.S2

The scores from Winter Diagnostics, Florida Achieves, Palm Beach Writes, IBM's, Interim Assessments, Think Central, RRR, FAIR, and FCAT will be used to monitor effectiveness of the strategy.

Person or Persons Responsible

School and Area 4 Administrative Teams

Target Dates or Schedule

9/27/2013 - Ongoing

Evidence of Completion

The percentage of students meeting proficiency will increase from the Diagnotic Assessment results to the FCAT results.

G4.B1.S3 Implementation of the Gradual Release Model of Responsibility Model

Action Step 1

Provide modeling and staff development regarding gradual release in all content areas

Person or Persons Responsible

Coaches and administration

Target Dates or Schedule

weekly

Evidence of Completion

Teacher walkthroughs

Facilitator:

Coaches

Participants:

All staff

Plan to Monitor Fidelity of Implementation of G4.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I Part A
Title I is dedicated to improving the educational opportunities for all students. Title I funds will be used for tutorial programs, professional development, funding of Resource Teachers (i.e. .5 Response to Intervention (RTI) Resource Teacher), and to increase family involvement activities throughout the school year. These funds will address the following: assisting students to succeed in the regular school program, to attain grade level proficiency, and to improve student academic achievement.
Title I Part C
Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure that student needs are met.
Title I Part D
District receives funds to support the Educational Alternative Outreach Program.
Title II
The No Child Left Behind Act of 2001 re-authorized the Dwight D. Eisenhower Grant and Class Size Reduction of the Elementary and Secondary Education Act of 1965 as Title II, Part A. This entitlement grant has been developed to prepare, train, and recruit high-quality teachers.
Title III
Services are provided through the district for educational materials and ELL support services to improve the education of immigrant and ELL learners.
Title X Homeless
The mission of the Homeless Coalition of Palm Beach County is to provide leadership in addressing and improving the quality of life of the Palm Beach County homeless through advocacy, planning, coordination and maximizing resources.
Supplemental Academic Instruction (SAI)
SAI teachers work with the non-proficient and retained students in 3rd grade.
Violence Prevention Programs
The school will enforce the guidelines by the Jeffery Johnson Act. Students and teachers can anonymously report acts of violence. In addition, through SAFE Schools, Northmore has adopted a Single School Culture for behavior modification- Positive Behavior Support.
Nutrition Program
Northmore is a part of the Federal Food Program for school aged children.
Housing Programs
A total of six family homeless shelters along with the Department of Children and Families, through Foster Care programs provide housing for families and children throughout the county.
Head Start
The Bridges at Northwood will attempt to contact surrounding Head Start programs this school year to develop collaborative efforts.
Adult Education
The Bridges at Northwood offers bi-weekly computer and ELL classes as well as bi-monthly workshops at various times throughout the school year.
Career and Technical Education
The School District of Palm Beach County provides information about academic and life skill classes offered at their technical and vocational centers. The Bridges at Northwood offers capacity building services (such as hair cuts) for students and the community.
Job Training
The Bridges at Northwood offers resume writing and job interview workshops for its Northwood community.
Single School Culture for Academics is accomplished through LTMs. 3-5 teachers attend weekly meetings

and K-2, fine arts ESE, and ELL attends bi-weekly. The meetings are facilitated by the school's LTF and supported by administration and coaches.
Single School Culture for Behavior is implemented through the Positive Behavior Support Team. Meetings are held monthly to identify and support the needs of the school. Incentives and awards are established through the guidelines provided through SwPBS. The matrix is reviewed and revised yearly to meet the needs of the school population.
Single School Culture for Climate will be enhanced through the Kagan Cooperative Learning training. While increased student engagement is the focus, the positive interactions among staff are critical.
Multi-cultural
Classroom instruction will reflect an appreciation for multicultural diversity such as diverse classroom library selections and school wide events such as: student generated The African American History Museum. In addition, integration of Hispanic contributions were discussed through morning announcements.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Teachers will increase the amount of accountable talk when having students work and discuss collaboratively.

G1.B1 Grouping Strategies/Time on task

G1.B1.S3 Instructional Coaches will model accountable talk in the classroom

PD Opportunity 1

Stipends for PD

Facilitator

PD Trainers

Participants

Selected staff members

Target Dates or Schedule

Completion of workshop

Evidence of Completion

Agenda and sign-in sheets

PD Opportunity 2

Technology such as IPads for walkthroughs.

Facilitator

Administration

Participants

All teachers

Target Dates or Schedule

During observations to provide teacher development

Evidence of Completion

Documents/Files in Iobservation

PD Opportunity 3

Consumable supplies such as card stock.

Facilitator

Administration

Participants

All staff

Target Dates or Schedule

as needed

Evidence of Completion

Documentations

PD Opportunity 4

Providing staff development for classroom teachers.

Facilitator

Coaches, Area 4

Participants

All Teachers

Target Dates or Schedule

During LTM, common planning, PDD

Evidence of Completion

Walkthroughs,

G1.B2 Professional development

G1.B2.S1 Teachers will attend Professional Development provided by Kagan Learning Structures as well as participate in cooperative learning structures during Professional Development Days and Faculty Meetings.

PD Opportunity 1

Ongoing Cooperative Learning Structures Training

Facilitator

Select Staff Members

Participants

All Northmore Staff

Target Dates or Schedule

October 12, 2013 - Ongoing

Evidence of Completion

Sign-in Sheets

G2. Increase sustained independent reading in all content areas.

G2.B1 The need for reading stamina across content areas

G2.B1.S1 Increase independent reading sessions across all grade-levels (example - twenty minutes sustained independent reading followed by a mid-session share out, concluding with sustained independent reading).

PD Opportunity 1

Increase student independent reading throughout the instructional day.

Facilitator

Participants

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans Classroom Walkthroughs

G4. Increase rigor through all content areas.

G4.B1 Low levels of understanding of rigorous instructional delivery methods.

G4.B1.S2 Implement the full coaching cycle (planning, model, co-teach, observe, debrief) in order to increase rigorous instruction for all content areas.

PD Opportunity 1

Professional development for the school-based Instructional Coaches on the full coaching cycle (planning, model, co-teach, observe, debrief)

Facilitator

Coaches, Area 4 and administration

Participants

All staff

Target Dates or Schedule

Begin on 9/13

Evidence of Completion

Agendas Area 4 sign-in sheets

G4.B1.S3 Implementation of the Gradual Release Model of Responsibility Model

PD Opportunity 1

Provide modeling and staff development regarding gradual release in all content areas

Facilitator

Coaches

Participants

All staff

Target Dates or Schedule

weekly

Evidence of Completion

Teacher walkthroughs

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Teachers will increase the amount of accountable talk when having students work and discuss collaboratively.	$81,000
G2.	Increase sustained independent reading in all content areas.	$48,000
G3.	Improve attendance of chronically absent and tardy students.	$32,000
G4.	Increase rigor through all content areas.	$16,000
	Total	$177,000

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Personnel	Professional Development	Technology	Total
Title 1 FY14 allocations	$18,500	$147,000	$8,500	$3,000	$177,000
Total	$18,500	$147,000	$8,500	$3,000	$177,000

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Teachers will increase the amount of accountable talk when having students work and discuss collaboratively.

G1.B1 Grouping Strategies/Time on task

G1.B1.S3 Instructional Coaches will model accountable talk in the classroom

Action Step 1

Stipends for PD

Resource Type

Personnel

Resource

Provide stipends for staff development after teacher work hours. Provide the coaching cycle and consumable materials.

Funding Source

Title 1 FY14 allocations

Amount Needed

$5,000

Action Step 2

Technology such as IPads for walkthroughs.

Resource Type

Technology

Resource

Technology enhancements to develop teachers

Funding Source

Title 1 FY14 allocations

Amount Needed

$3,000

Action Step 3

Consumable supplies such as card stock.

Resource Type

Evidence-Based Materials

Resource

To provide instructional consumable materials such as card stock for classroom materials.

Funding Source

Title 1 FY14 allocations

Amount Needed

$3,000

Action Step 4

Providing staff development for classroom teachers.

Resource Type

Personnel

Resource

Coaching cycle conducted by school coaches and Area 4.

Funding Source

Title 1 FY14 allocations

Amount Needed

$70,000

G2. Increase sustained independent reading in all content areas.

G2.B1 The need for reading stamina across content areas

G2.B1.S1 Increase independent reading sessions across all grade-levels (example - twenty minutes sustained independent reading followed by a mid-session share out, concluding with sustained independent reading).

Action Step 1

Bookmarks, journals and Just Right Bags

Resource Type

Evidence-Based Materials

Resource

To provide instructional consumable materials such as journals and bags for reading instruction.

Funding Source

Title 1 FY14 allocations

Amount Needed

$3,000

Action Step 2

Provide a variety of Independent books

Resource Type

Evidence-Based Materials

Resource

To provide instructional materials such as leveled readers for classroom libraries.

Funding Source

Title 1 FY14 allocations

Amount Needed

$5,000

Action Step 3

Provide Tutorials for select students

Resource Type

Personnel

Resource

To provide tutorials on Saturday and during the school day.

Funding Source

Title 1 FY14 allocations

Amount Needed

$5,000

Action Step 4

Provide Tiered support through resource teacher

Resource Type

Personnel

Resource

To provide instruction for tier 3 students.

Funding Source

Title 1 FY14 allocations

Amount Needed

$35,000

G3. Improve attendance of chronically absent and tardy students.

G3.B1 Parental Support

G3.B1.S2 The Leadership Team will create an attendance Task Force consisting of administration, a parent liason, and the Guidance Counselor.

Action Step 1

Provide parent training and parental support.

Resource Type

Personnel

Resource

Provide a paraprofessional as a parent liaison to meet the needs of parents and students.

Funding Source

Title 1 FY14 allocations

Amount Needed

$32,000

G4. Increase rigor through all content areas.

G4.B1 Low levels of understanding of rigorous instructional delivery methods.

G4.B1.S2 Implement the full coaching cycle (planning, model, co-teach, observe, debrief) in order to increase rigorous instruction for all content areas.

Action Step 1

Professional development for the school-based Instructional Coaches on the full coaching cycle (planning, model, co-teach, observe, debrief)

Resource Type

Evidence-Based Materials

Resource

Purchase professional development materials and consumable classroom supplies such as ink.

Funding Source

Title 1 FY14 allocations

Amount Needed

$7,500

G4.B1.S3 Implementation of the Gradual Release Model of Responsibility Model

Action Step 1

Provide modeling and staff development regarding gradual release in all content areas

Resource Type

Professional Development

Resource

Provide substitutes, stipends, and materials

Funding Source

Title 1 FY14 allocations

Amount Needed

$8,500