

St. Lucie Public Schools

Northport K 8 School



2019-20 Schoolwide Improvement Plan

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Northport K 8 School

250 NW FLORESTA DR, Port St Lucie, FL 34983

<http://www.stlucie.k12.fl.us/npk/>

Demographics

Principal: Glenn Rustay

Start Date for this Principal: 7/31/2019

2019-20 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
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	78%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (58%) 2017-18: B (58%) 2016-17: B (54%) 2015-16: C (49%) 2014-15: C (49%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the St. Lucie County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-8	Yes	87%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	67%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	B	B	C

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission is to ensure all students graduate from a safe and caring school, equipped with knowledge, skills, and the desire to succeed.

Provide the school's vision statement.

Northport K-8 in partnership with parents and community will become a premier center of knowledge that is organized around students and the work provided to them. Northport K-8's name will be synonymous with continuously improving student achievement and the success of each individual. Our school's promise is to move from good to great focusing on our core business, the creation of challenging, engaging and satisfying work for every student, every day. This is the Northport K-8 Way!

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Bailey, Josie	Other	
Rustay, Glenn	Principal	
Cash, Lisa	Assistant Principal	
Lankow, Diana	Instructional Coach	
Nieves, Melody	Instructional Coach	
Drost, Mehgan	Assistant Principal	
Hussein, Ahmed	Instructional Coach	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	72	85	90	108	95	116	167	224	194	0	0	0	0	1151
Attendance below 90 percent	0	8	10	9	8	5	16	25	18	0	0	0	0	99
One or more suspensions	0	4	5	8	8	6	14	50	61	0	0	0	0	156
Course failure in ELA or Math	0	0	0	0	0	0	0	3	4	0	0	0	0	7
Level 1 on statewide assessment	0	0	0	12	20	19	74	55	68	0	0	0	0	248

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	5	6	6	12	37	41	0	0	0	0	108

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	2	12	0	0	1	5	1	0	0	0	0	21
Students retained two or more times	0	0	0	3	0	0	0	0	0	0	0	0	0	3

FTE units allocated to school (total number of teacher units)

80

Date this data was collected or last updated

Thursday 7/25/2019

Prior Year - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	4	14	13	15	13	16	23	32	13	0	0	0	0	143
One or more suspensions	0	3	1	13	12	14	7	42	10	0	0	0	0	102
Course failure in ELA or Math	0	0	0	0	0	0	0	31	10	0	0	0	0	41
Level 1 on statewide assessment	0	0	0	11	16	46	40	48	8	0	0	0	0	169

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	3	9	10	11	45	7	0	0	0	0	85

Prior Year - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	4	14	13	15	13	16	23	32	13	0	0	0	0	143
One or more suspensions	0	3	1	13	12	14	7	42	10	0	0	0	0	102
Course failure in ELA or Math	0	0	0	0	0	0	0	31	10	0	0	0	0	41
Level 1 on statewide assessment	0	0	0	11	16	46	40	48	8	0	0	0	0	169

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	3	9	10	11	45	7	0	0	0	0	85

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	51%	60%	61%	46%	54%	57%
ELA Learning Gains	54%	58%	59%	52%	57%	57%
ELA Lowest 25th Percentile	39%	50%	54%	43%	52%	51%
Math Achievement	58%	58%	62%	51%	55%	58%
Math Learning Gains	62%	56%	59%	53%	55%	56%
Math Lowest 25th Percentile	44%	46%	52%	42%	48%	50%
Science Achievement	52%	58%	56%	47%	50%	53%
Social Studies Achievement	71%	74%	78%	68%	74%	75%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Number of students enrolled	72 (0)	85 (0)	90 (0)	108 (0)	95 (0)	116 (0)	167 (0)	224 (0)	194 (0)	1151 (0)
Attendance below 90 percent	0 (4)	8 (14)	10 (13)	9 (15)	8 (13)	5 (16)	16 (23)	25 (32)	18 (13)	99 (143)
One or more suspensions	0 (0)	4 (3)	5 (1)	8 (13)	8 (12)	6 (14)	14 (7)	50 (42)	61 (10)	156 (102)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	3 (31)	4 (10)	7 (41)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	12 (11)	20 (16)	19 (46)	74 (40)	55 (48)	68 (8)	248 (169)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: 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
03	2019	47%	50%	-3%	58%	-11%
	2018	56%	46%	10%	57%	-1%
Same Grade Comparison		-9%				
Cohort Comparison						
04	2019	62%	51%	11%	58%	4%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	44%	50%	-6%	56%	-12%
Same Grade Comparison		18%				
Cohort Comparison		6%				
05	2019	45%	48%	-3%	56%	-11%
	2018	48%	49%	-1%	55%	-7%
Same Grade Comparison		-3%				
Cohort Comparison		1%				
06	2019	45%	51%	-6%	54%	-9%
	2018	48%	47%	1%	52%	-4%
Same Grade Comparison		-3%				
Cohort Comparison		-3%				
07	2019	48%	49%	-1%	52%	-4%
	2018	44%	48%	-4%	51%	-7%
Same Grade Comparison		4%				
Cohort Comparison		0%				
08	2019	56%	54%	2%	56%	0%
	2018	53%	54%	-1%	58%	-5%
Same Grade Comparison		3%				
Cohort Comparison		12%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	51%	55%	-4%	62%	-11%
	2018	57%	54%	3%	62%	-5%
Same Grade Comparison		-6%				
Cohort Comparison						
04	2019	66%	54%	12%	64%	2%
	2018	46%	57%	-11%	62%	-16%
Same Grade Comparison		20%				
Cohort Comparison		9%				
05	2019	50%	47%	3%	60%	-10%
	2018	55%	55%	0%	61%	-6%
Same Grade Comparison		-5%				
Cohort Comparison		4%				
06	2019	51%	47%	4%	55%	-4%
	2018	56%	46%	10%	52%	4%
Same Grade Comparison		-5%				
Cohort Comparison		-4%				
07	2019	52%	50%	2%	54%	-2%
	2018	49%	49%	0%	54%	-5%
Same Grade Comparison		3%				
Cohort Comparison		-4%				
08	2019	49%	34%	15%	46%	3%
	2018	18%	35%	-17%	45%	-27%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		31%				
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	49%	46%	3%	53%	-4%
	2018	43%	50%	-7%	55%	-12%
Same Grade Comparison		6%				
Cohort Comparison						
08	2019	53%	48%	5%	48%	5%
	2018	51%	48%	3%	50%	1%
Same Grade Comparison		2%				
Cohort Comparison		10%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018	0%	67%	-67%	65%	-65%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	67%	67%	0%	71%	-4%
2018	70%	71%	-1%	71%	-1%
Compare		-3%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	93%	51%	42%	61%	32%
2018	88%	54%	34%	62%	26%
Compare		5%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	55%	-55%	57%	-57%
2018					

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	19	28	22	24	43	40	23	38			
ELL	30	41	43	47	59	56	35				
ASN	71	69		76	47						
BLK	40	51	34	47	57	37	34	74	100		
HSP	54	53	40	63	66	59	58	61	91		
MUL	56	49		69	67		67	60			
WHT	57	56	44	61	64	40	58	78	82		
FRL	45	51	37	52	61	43	49	60	90		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	19	47	44	27	54	41	23	46			
ELL	22	47	40	34	56	38	17				
ASN	69	67		94	81						
BLK	35	50	45	35	47	42	35	62	90		
HSP	52	57	49	57	58	38	53	84	91		
MUL	53	61		54	47	40	64				
WHT	55	53	57	57	61	61	55	75	72		
FRL	43	52	51	46	53	45	47	67	77		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	11	38	41	15	36	38	19	57			
ELL	17	34	35	24	29	33					
ASN	74	69		84	88		82				
BLK	33	49	47	37	40	31	32	62	69		
HSP	47	49	40	54	55	45	46	62	93		
MUL	40	50		45	52		27				
WHT	53	55	42	56	57	50	55	76	88		
FRL	41	49	42	46	51	43	40	66	87		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	58
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	60
Total Points Earned for the Federal Index	580
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	66
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	54
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	60

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	61
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	55
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The lowest 25%ile students achieving learning gains in ELA was our lowest performing area (39%). This was down from 51% last year.

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

The lowest 25%ile students achieving learning gains in ELA was our greatest decline from the previous year(-12 points). Of these students, 43% were SWD. One of the contributing factors was the lack of a certified ELA instructor for Middle School SWD, as well as three different instructors for the same class. Teacher retirement and first-year teachers were also contributing factors.

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.

The lowest 25%ile students achieving learning gains in ELA had the greatest gap when compared to the state average (-15 points). One of the contributing factors was the lack of a certified ELA instructor for Middle School SWD, as well as three different instructors for the same class. Teacher retirement and first -year teachers were also contributing factors.

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

Math proficiency and Math learning gains demonstrated the most improvement with a 6 point gain in each area.

New Actions

We were in our second year of utilizing iReady books and toolkits

We purchased the iReady workbook for each student to consume

We were very strategic in utilizing our math coach in specific teacher's classrooms

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

We lost ground in two areas of the Early Warning Systems data.

Students with one or more suspensions went from 102 to 156 (+54 Or 35% gain)
and

Students with a Level 1 on school-wide assessments went from 169 to 248 (+79 or 32% gain)

We will be addressing the suspensions by implementing SEL curriculums with fidelity and the level 1's will be addressed in our lowest bottom quartile goals.

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

1. SEL
2. ELA - lowest 25%tile (43% SWD students)
3. Math - lowest 25%tile (37% SWD students)
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Lowest 25%ile ELA
Rationale	The rationale for this focus is the decline of students making learning gains by 12 points, from 51% to 39%. Of these, 43% were SWD.
State the measurable outcome the school plans to achieve	During the 2019-2020 school year, general education teachers, as well as teachers of students with disabilities, will participate in collaborative learning and planning (CLP) meetings with their respective teams/grades. Teachers will develop, plan, and implement lessons utilizing best practices for inclusion. Targeted planning and instruction will result in a 15 point increase in ELA for the lowest 25%ile (including SWD).
Person responsible for monitoring outcome	Lisa Cash (lisa.cash@stlucieschools.org)
Evidence-based Strategy	Teachers will use research-based curriculum to provide explicit instruction in ELA.
Rationale for Evidence-based Strategy	Research has indicated that explicit instruction in text-based writing and reading comprehension will increase proficiency, which in turn results in learning gains.
Action Step	
Description	<ol style="list-style-type: none"> 1. Provide professional development on SLPS Writing Plan, differentiation, data-driven instruction, and standards-based instruction. 2. Utilize District supports available through Office of Teaching and Learning. 3. Facilitate Collaborative learning/planning to address quality student work. 4. 5.
Person Responsible	Lisa Cash (lisa.cash@stlucieschools.org)

#2	
Title	Social-Emotional Learning
Rationale	Northport K - 8 saw an increase in the number of suspensions from 2018 to 2019 school years. One way to address this is to provide students with explicit instruction in social-emotional skills in order to provide them with strategies and coping skills.
State the measurable outcome the school plans to achieve	During the 2019-2020 school year, general education and teachers of students with disabilities will implement the district adopted SEL programs (Sanford Harmony or Lions Quest) with fidelity. Explicit social skills instruction will result in a 25% decrease in the number of suspensions for students in K – 8.
Person responsible for monitoring outcome	Mehgan Drost (mehgan.drost@stlucieschools.org)
Evidence-based Strategy	Teachers will utilize research-based programs to explicitly teach social-emotional skills (Sanford Harmony in K - 5 and Lions Quest in 6 - 8).
Rationale for Evidence-based Strategy	Research has shown that explicit SEL lessons can reduce behavior problems while increasing academic performance.
Action Step	
Description	<ol style="list-style-type: none"> 1. Professional Development for teachers on SEL and SEL curriculum (August & September) 2. Ongoing support of teachers through monitoring and collaborative planning (ongoing throughout year) 3. 4. 5.
Person Responsible	Mehgan Drost (mehgan.drost@stlucieschools.org)

#3	
Title	Lowest 25%ile Math
Rationale	Two areas that our FSA scores declined in are ELA and Math lowest 25%ile students. This area includes 37% SWD students (55/149). Our ESSA data states that we need to improve on our SWD students success. By addressing our lowest 25%ile students we will address the needs of our students struggling the most.
State the measurable outcome the school plans to achieve	During the 2019-2020 school year, general education and teachers of students with disabilities will participate in Collaborative Learning and Planning (CLP) meetings with their respected teams/grades. Teachers will develop, plan, and implement lessons utilizing the best practices for inclusion. Targeted planning and instruction will result in a 6 point increase in Math for the Lowest 25%ile (including SWD).
Person responsible for monitoring outcome	Glenn Rustay (glenn.rustay@stlucieschools.org)
Evidence-based Strategy	Teacher's instruction has the largest positive impact on student's achievement. Teachers will utilize differentiated instruction for their instruction in math.
Rationale for Evidence-based Strategy	Differentiated instruction is a high effect size strategy which allows teachers to work with small groups of students to instruct them on their level of learning and specific skill(s).
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers will utilize their student's data to identify their lowest 25%ile, SWD, low hanging fruit, and fragile students. 2. Math coach and instructional coach will instruct and model for teachers the SLC math routine with fidelity and how to implement differentiated instruction with the math routine. 3. Teachers will learn how to utilize Khan Academy and iReady instructional modules for whole group/small group instruction, centers, and homework. 4. Teachers and students will track their individual data including proficiency and learning gains with FSA and Unit Assessments. 5. The master schedule and individual schedules will be modified and/or changed to allow as many students as possible a double block of math instruction including SWD students.
Person Responsible	Glenn Rustay (glenn.rustay@stlucieschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

na

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

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

The goals of the Northport K-8 Volunteer and Partner program are aligned with the core business of the school. Parent and Community Involvement are key cornerstones of the success of our school. Goals have been developed to not only ensure Parental and Community Involvement at Northport K-8 School but our goals are aligned with the goals of Saint Lucie County School district.

Northport K-8 , through a variety of opportunities throughout the school year, will ensure that our goals are met or exceeded. Our target for volunteer hours is 8050 hours and to increase Business Partners from the community to 7.

Goals:

To provide individualized educational assistance to students through mentors and tutorships.

To relieve the teacher of some non instructional tasks.

To reinforce lesson skills

To stimulate community interest, concerns and support for the education system.

To provide an opportunity for interested community members to become directly involved in the educational process.

To strengthen school and community relations through direct and positive participation in the school

To promote Goodwill ambassadorship within our community.

Opportunities:

Veteran Partners In Education Program

2 book fairs with literacy fair

PTO meetings monthly

Unity Day Bullying Awareness Walk with families in October

Community Reading Day

9/11 Commemoration program

Grand Parents Day

Student of the Month

Americorps Mentorship program

Honor Roll

21st Century after school program

Participate in Parental Involvement Award

Participate in Gold and Silver School Awards

Nominate Outstanding Volunteers of the Year

Participate in 5 Star Program

Activities for Celebrate Literacy Week in January with Parent Invitations

In October, Parents and community members will participate in Safe Schools Week and Red Ribbon

Week with assistance from Counseling Services and Resource Officer

Institute class and school newsletters as well as Administrative School Messenger

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

At Northport K-8 School, we use a Multi-Tiered System of Support (MTSS) for both academic concerns and behavior concerns. MTSS is strategically integrated in order to support the internal and external stakeholders through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention. Our MTSS Core Team is comprised of the following members who meet twice a month to review data and discuss academic and behavior concerns:

- Administration
- Deans
- RTI Team Liaison
- Guidance Counselors
- Literacy Coach
- Math Coach
- Instructional Coaches
- School Psychologist
- Behavior Analyst
- ESE Chairs
- Teacher Representative
- Speech and Language Pathologist

Additionally, our guidance counselors use district required protocols including a Risk Assessment Protocol and Procedures for Allegations of Abuse Protocol to assist students with risk needs. We work in collaboration with several social service agencies to assist students and their families.

We also have two mentoring programs for our middle school students. Our Boyz to Men and Girls to Women groups work with our at risk students to help them improve their behavior through mentoring and guidance.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Our school wide program for assisting students in the transition from early childhood programs to Northport K-8 school include:

- coordinating the professional development activities of preschool and kindergarten teachers in order to align pre-kindergarten and kindergarten curricula and goals
- align preschool State standards and Florida Standards
- arranging for kindergarten and preschool teachers to visit each other's classrooms
- having preschool teachers provide the future kindergarten teacher with children's portfolios or a written record of their learning during preschool
- including preschool in the MTSS school-wide plan
- providing ELL support
- providing academic and behavioral support

Additionally, our Social studies classes incorporate career planning within the curriculum. Core academic teachers advise students on course selections for 9th grade studies based on students' personal interests and academic abilities.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Northport's administration and coaches work closely with the Faculty Council (grade chairs, team leaders and department heads) to ensure we are utilizing the resources that will have the largest impact on student learning.

The data sources and management system used to access and analyze data to select resources and then monitor the effectiveness of the core, supplemental, and intensive supports include the following:
Reading: iReady, Performance Matters; Easy CBM; AIMS Web; AMOs; FSAAs; Progress Monitoring;
iReady, Performance Matters, Skyward – grades; Power BI, Challenge Camp

Writing: Four Assessments "Northport Writes," FSAAs; AMOs; Summer Camp; Challenge Camp

Math: iReady, Easy CBM; AIMS Web; AMOs; FSAAs; Progress Monitoring; Performance Matters,
iReady, Skyward – grades; Power BI, Challenge Camp

Science - Performance Matters; FCAT 2.0; AMOs; FSAAs; Progress Monitoring; Performance Matters,
Skyward – grades; Power BI

Challenge Camp

Behavior – Power BI, Skyward behavior data/graphs; Check-in/Check-Out Graphing data; SAIL Notes –
outtake;

SAIL Note Store intake; Second Step Program

Engagement/Motivation – Kagan strategies; Mandatory individual student conferencing (all grades and
subjects)

Attendance – Power BI, Skyward data; Social Worker's weekly reports

The majority of the resources are identified and selected through district sources or our utilization of the problem-solving process incorporated in the School Improvement Plan. All are research based and have demonstrated to have a positive impact on student achievement.

Ultimately, the person responsible is Mr. Rustay. However, specific subject/area responsibilities have been delegated to both assistant principals and the three coaches. Meetings are held weekly with the leadership team and monthly with the Faculty Council to monitor, problem-solve and ensure implementation of resources, curriculum etc with fidelity.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Eighth grade students utilize the Naviance Career and College Planning program. Students also participate in STEM classes. The school works with IRSC to schedule field trips for students to tour their campus and learn about available courses and programs.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Lowest 25%ile ELA	\$0.00
2	III.A.	Areas of Focus: Social-Emotional Learning	\$0.00
3	III.A.	Areas of Focus: Lowest 25%ile Math	\$0.00

Total:	\$0.00
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