



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Northport K 8 School

250 NW FLORESTA DR

Port St Lucie, FL 34983

772-340-4700

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

School Demographics

School Type
Combination School

Title I
Yes

Free and Reduced Lunch Rate
78%

Alternative/ESE Center
No

Charter School
No

Minority Rate
58%

School Grades History

2013-14
C

2012-13
D

2011-12
C

2010-11
B

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.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	25
Goals Summary	32
Goals Detail	32
Action Plan for Improvement	36
Part III: Coordination and Integration	59
Appendix 1: Professional Development Plan to Support Goals	60
Appendix 2: Budget to Support Goals	66

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
Not in DA	N/A	N/A

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

Current School Status

School Information

School-Level Information

School

Northport K 8 School

Principal

Glenn Rustay

School Advisory Council chair

TBA Oct. Meeting

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

Name	Title
Lorie Monroe	Assistant Principal
Brooke Wigginton	Assistant Principal
Josie Bailey	Math Coach
Deb Mock	Literacy Coach

District-Level Information

District

St. Lucie

Superintendent

Mrs. Genelle Zoratti Yost

Date of school board approval of SIP

10/8/2013

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

The officers will be elected at our second meeting according to school SAC by-laws.

Nilda Diaz - Data Specialist

Kathleen Egan - Clerk

Christine Hunsicker - Parent

Sue Matteson - Teacher

Ashley Mock - Community Partner

Marie Roy - Parent

Glenn Rustay - Principal

Suzi Scott - Parent

Juliette Thelusma - Teacher

Marcy Waltz - Parent

Angela White - Parent

Involvement of the SAC in the development of the SIP

The SAC at Northport is an integral part of the school improvement plan. They are involved in the development of the plan and provide feedback to the school leadership team.

Activities of the SAC for the upcoming school year

For the 2013-2014 school year the SAC will...

- Review and approve the School Improvement Plan
- Receive monthly updates regarding progress on the SIP
- Review data from Progress Monitoring assessments
- Support and plan PBS events
- Support 8th grade end of year events

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

N/A

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

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

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Glenn Rustay		
Principal	Years as Administrator: 11	Years at Current School: 5
Credentials	Elementary Education (1-6) School Principal (All Levels)	
	Principal of Northport K-8 School 2012-2013 School Grade: D Reading Mastery-48%, Math Mastery-41%, Writing Mastery-59%, Science-35%, LG in Reading-62%, LG in Math 62%, Lowest 25% LG in Reading-62%, Lowest 25% LG in Math-62%, AMO Reading Data All – 48% White – 54% Black – 37% Hispanic – 44% Asian – 65% SWD – 27% LEP – 16% ED – 43% AMO Math Data All – 41% White – 47% Black – 33% Hispanic – 37% Asian – 76% SWD – 21% LEP – 25% ED – 36% 2011-2012 School Grade: C. Reading Mastery-50%, Math Mastery-46%, Writing Mastery-70%, Science-36%, LG in Reading-67%, LG in Math 62%, Lowest 25% LG in Reading-61%, Lowest 25% LG in Math-56%, AMO Reading Data All – 50% White – 58% Black – 39% Hispanic – 45% Asian – 63% Multi-Racial – 58% SWD – 18% LEP – 9% ED – 45% AYP Math Data All – 47% White – 56% Black – 34% Hispanic – 43% Asian – 74%	
Performance Record		

Multi-Racial – 43%

SWD – 15%

LEP – 0%

ED – 43%

2010-11: Grade B: Reading Mastery-67%, Math Mastery-59%, Writing Mastery-79%, Science-48%, LG in Reading-65%, LG in Math 67%, Lowest 25% LG in Reading-62%, Lowest 25% LG in Math-74%, AYP 82%: White and Students with Disabilities did not make AYP in Reading. White, Blacks, Economically Disadvantaged and Students with Disabilities did not make AYP in Math.

Lorie Monroe

Asst Principal

Years as Administrator: 1

Years at Current School: 2

Credentials

English (5-9)

English (6-12)

Educational Leadership (All Levels)

Reading Endorsement

Performance Record

Assistant Principal of Northport K-8

2012-2013

School Grade: D Reading Mastery-48%, Math Mastery-41%, Writing Mastery-59%, Science-35%, LG in Reading-62%, LG in Math 62%, Lowest 25% LG in Reading-62%, Lowest 25% LG in Math-62%,.

AMO Reading Data

All – 48%

White – 54%

Black – 37%

Hispanic – 44%

Asian – 65%

SWD – 27%

LEP – 16%

ED – 43%

AMO Math Data

All – 41%

White – 47%

Black – 33%

Hispanic – 37%

Asian – 76%

SWD – 21%

LEP – 25%

ED – 36%

Brooke Wigginton		
Asst Principal	Years as Administrator: 3	Years at Current School: 1
Credentials	Social Sciences (6-12) Mathematics (5-9) Educational Leadership (All Levels)	
Performance Record	Assistant Principal at Port St. Lucie High School 2012-2013: School Grade: Pending Reading Mastery-43%, Math Mastery-33%, Writing Mastery-46%, Science-52%, LG in Reading-63%, LG in Math 48%, Lowest 25% LG in Reading-62%, Lowest 25% LG in Math-65% AMO Reading Data All – 43% White – 51% Black – 30% Hispanic – 36% Asian – 73% SWD – 12% ELL – 12% ED – 37% AMO Math Data All – 33% White – 38% Black – 19% Hispanic – 31% Asian – 70% SWD – 12% ELL– 21% ED – 29% 2011-2012 School Grade: C Reading Mastery-44%, Math Mastery-42%, Writing Mastery-81%, Science-N/A, LG in Reading-60%, LG in Math 46%, Lowest 25% LG in Reading-62%, Lowest 25% LG in Math-46% AMO Reading Data All – 44% White – 49% Black – 29% Hispanic – 41% Asian – 63% SWD – 19% ELL – 15% ED – 37% AMO Math Data All – 42% White – 47% Black – 27% Hispanic – 38% SWD – 25%	

ELL– 22%
ED – 37%
2010-2011
School Grade: D
Reading Mastery-38%, Math Mastery-59%, Writing Mastery-80%,
Science-32%, LG in Reading-60%, LG in Math 46%, Lowest 25%
LG in Reading-43%, Lowest 25% LG in Math-63%

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Deborah Mock		
Full-time / School-based	Years as Coach: 9	Years at Current School: 4
Areas	Reading/Literacy	
Credentials	Elementary Education (1-6) English for Speakers of Other Languages (ESOL) Gifted Endorsement	
Performance Record	Literacy Coach – Northport K-8 School 2012-2013 School Grade: D Reading Mastery-48%, Math Mastery-41%, Writing Mastery-59%, Science-35%, LG in Reading-62%, LG in Math 62%, Lowest 25% LG in Reading-62%, Lowest 25% LG in Math-62%, AMO Reading Data All – 48% White – 54% Black – 37% Hispanic – 44% Asian – 65% SWD – 27% LEP – 16% ED – 43% AMO Math Data All – 41% White – 47% Black – 33% Hispanic – 37% Asian – 76% SWD – 21% LEP – 25% ED – 36% 2011-2012 School Grade: C. Reading Mastery-50%, Math Mastery-46%, Writing Mastery-70%, Science-36%, LG in Reading-67%, LG in Math 62%, Lowest 25% LG in Reading-61%, Lowest 25% LG in Math-56%, AMO Reading Data All – 50% White – 58% Black – 39% Hispanic – 45% Asian – 63% Multi-Racial – 58% SWD – 18% LEP – 9% ED – 45% AYP Math Data All – 47% White – 56% Black – 34%	

Hispanic – 43%

Asian – 74%

Multi-Racial – 43%

SWD – 15%

LEP – 0%

ED – 43%

2010-11: Grade B: Reading Mastery-67%, Math Mastery-59%, Writing Mastery-79%, Science-48%, LG in Reading-65%, LG in Math 67%, Lowest 25% LG in Reading-62%, Lowest 25% LG in Math-74%, AYP 82%: White and Students with Disabilities did not make AYP in Reading. White, Blacks, Economically Disadvantaged and Students with Disabilities did not make AYP in Math.

Josie Bailey		
Full-time / School-based	Years as Coach: 2	Years at Current School: 10
Areas	Mathematics	
Credentials	Mathematics (6-12) Gifted Endorsement Northport K-8 School - Math Coach 2012-2013 School Grade: D Reading Mastery-48%, Math Mastery-41%, Writing Mastery-59%, Science-35%, LG in Reading-62%, LG in Math 62%, Lowest 25% LG in Reading-62%, Lowest 25% LG in Math-62%, AMO Reading Data All – 48% White – 54% Black – 37% Hispanic – 44% Asian – 65% SWD – 27% LEP – 16% ED – 43% AMO Math Data All – 41% White – 47% Black – 33% Hispanic – 37% Asian – 76% SWD – 21% LEP – 25% ED – 36% 2011-2012 School Grade: C. Reading Mastery-50%, Math Mastery-46%, Writing Mastery-70%, Science-36%, LG in Reading-67%, LG in Math 62%, Lowest 25% LG in Reading-61%, Lowest 25% LG in Math-56%, AMO Reading Data All – 50% White – 58% Black – 39% Hispanic – 45% Asian – 63% Multi-Racial – 58% SWD – 18% LEP – 9% ED – 45% AYP Math Data All – 47% White – 56% Black – 34% Hispanic – 43%	
Performance Record		

Asian – 74%

Multi-Racial – 43%

SWD – 15%

LEP – 0%

ED – 43%

2010-11: Grade B: Reading Mastery-67%, Math Mastery-59%, Writing Mastery-79%, Science-48%, LG in Reading-65%, LG in Math 67%, Lowest 25% LG in Reading-62%, Lowest 25% LG in Math-74%, AYP 82%: White and Students with Disabilities did not make AYP in Reading. White, Blacks, Economically Disadvantaged and Students with Disabilities did not make AYP in Math.

Reading Mastery- 48%, Math Mastery-41%, Writing Mastery-41%, Science-39%, LG in Reading-58%, LG in Math 58%, Lowest 25% LG in Reading-62%, Lowest 25% LG in Math-62%, Middle School Acceleration-61.

AMO Reading Data

All – 48%

White – 54%

Black – 37%

Hispanic – 44%

Asian – 65%

SWD – 27%

ELL– 16%

ED – 43%

AMO Math Data

All – 41%

White – 47%

Black – 33%

Hispanic – 37%

Asian – 76%

SWD – 21%

ELL – 25%

ED – 36%

2011-2012:Grade C: Reading Mastery-50%, Math Mastery-46%, Writing Mastery-70%, Science-36%, LG in Reading-67%, LG in Math 62%, Lowest 25% LG in Reading-61%, Lowest 25% LG in Math-56%,. AMO data not available.

AYP Reading Data

All – 50%

White – 58%

Black – 39%

Hispanic – 45%

Asian – 63%

Multi-Racial – 58%

SWD – 18%

LEP – 9%

ED – 45%

AYP Math Data

All – 47%

White – 56%

Black – 34%
 Hispanic – 43%
 Asian – 74%
 Multi-Racial – 43%
 SWD – 15%
 LEP – 0%
 ED – 43%

Classroom Teachers

of classroom teachers

83

receiving effective rating or higher

0%

Highly Qualified Teachers

90%

certified in-field

66, 80%

ESOL endorsed

46, 55%

reading endorsed

15, 18%

with advanced degrees

26, 31%

National Board Certified

5, 6%

first-year teachers

2, 2%

with 1-5 years of experience

16, 19%

with 6-14 years of experience

36, 43%

with 15 or more years of experience

29, 35%

Education Paraprofessionals

of paraprofessionals

12

Highly Qualified

1, 8%

Other Instructional Personnel

of instructional personnel not captured in the sections above

9

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

- Regularly scheduled meetings of new teachers with the literacy and math coaches for curriculum support in reading and math.
- Monthly meetings with administration
- Partner new teachers with veteran teachers.
- Principal and assistant principals will provide curriculum support in math and writing.

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

All first year teachers are provided a mentor who is a veteran teacher that teaches a similar grade level or subject. These mentors are to assist the new teachers throughout the school year. In addition, we will have monthly NEST meetings in which administration, coaches and our district partners will focus on instructional strategies and classroom techniques to improve student achievement.

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

The MTSS problem-solving process is an integral part of the academic and behavior intervention at Northport K-8 School. Our Mission and Vision are stated below:

MISSION: The core mission of the MTSS program at Northport K-8 is to promote student achievement and positive decision making strategies by employing research-based techniques.

VISION: Our school promotes a tiered-level approach to assist students both academically and behaviorally through data analysis, explicit instruction, and frequent reinforcement.

Our school follows St. Lucie County's MTSS plan with fidelity. This plan includes the following:

- Problem Solving Team Meetings (once-a-month or as needed)
- Bi-monthly MTSS Core Team meetings for behavior and academics
- Bi-monthly MTSS Peripheral Team meetings for behavior
- Quarterly MTSS administration meetings
- Check-in/Check-Out mentoring program
- Daily 30 minute Response to Intervention/Walk to Intervention (elementary)
- Daily 47 minute Response to Intervention (middle school)
- An active Positive Behavior Support (PBS) Program [including a token economy (SAIL NOTES), SAIL

Note store (open twice a day), and on-going PBS school-wide and events)

- Social Skills Intervention through the Second Step? Program
- Anti-Bullying Assembly

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

The function and responsibility of each school-based leadership team member is as follows:

Administrator - Glenn Rustay (Principal)

Administrator - Lorie Monroe (Assistant Principal)

Administrator - Brooke Wigginton (Assistant Principal)

District Coach - Sharon Becker (School Psychologist)

Team Leader - Janine Wiecks (Teacher)

Secretary/Treasurer - Susan Matteson (Teacher)

Data Reporter - Agnes Brooks (Dean)

Data Reporter - Bill Hicks (Dean)

Data Reporter - Tom McDonald (Teacher)

MTSS Liaison - Diane Reynolds (Guidance Counselor – Elementary)

MTSS Liaison - Candice Zablony (Guidance Counselor – Middle School)

Product Book Co-Manager - Sherri Yacovino (ESE Chair - Middle School)

Product Book Co-Manager - Jenna Galbo (ESE Chair - Elementary)

Time Keeper/SAIL Note Store Manager – p.m. - Christine Persick (Teacher)

Fund Raising/PBS Event Coordinator - Tiffany Tredor (Teacher)

Fund Raising/PBS Event Coordinator - Jen Carey (Speech and Language Pathologist)

District Specialist - Marcy Drackulich (Behavior Analyst)

District Specialist - Mary Beth Makowski (MTSS Specialist)

Fund Raising - Michelle McCloskey (Teacher)

Literacy Specialist - Deb Mock (Literacy Coach)

Math Specialist - Josie Bailey (Math Coach)

SAIL Note Store Managers – Lorie Monroe (Assistant Principal), Sarah Lewis (Media Clerk), and Christine Persick (teacher)

All members listed above contribute to the discussion and planning of the School Improvement Plan.

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

The MTSS Leadership Team will meet on a regular basis to review the data for decision-making. Ideally meetings will be scheduled bi-weekly. The rationale for this cycle is to meet on in a timely manner based on the needs of our students both academically and behaviorally.

The team will use the IDEAL (Identify the problem, Define the problem, Explore invention options, Act on the Invention Plan and look at results) method to govern our meetings as well as school-based established norms. The MTSS Leadership Team will plan to meet with the School Advisory Council (SAC) and principal to help develop the SIP. The team will provide data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that need to be addressed; help set clear expectations for instruction (Rigor, Relevance, Relationship); facilitate the development of a systemic approach to teaching.

The MTSS core team will collect and manage behavioral data utilizing Skyward. The academic data will be collected and managed utilizing Performance Matters, Benchmarks, Scholastic Reading Inventory, Easy CBM (grades 1 – 5) , AIMS Web (grades 6-8) FAIR. Data (grade K) and will be analyzed before recommendations are made for appropriate student intervention status: Tier 2 or 3 placements.

Additionally, the MTSS Core and Peripheral Team members will assist with the planning and continuous additions to the School Improvement Plan.

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

The data sources and management system used to access and analyze data to monitor effectiveness of the core, supplemental, and intensive supports include the following:

Reading: Performance Matters; Easy CBM; AIMS Web; FCAT 2.0; AMOs; FAAs; Progress Monitoring; Skyward – grades; Challenge Camp

Writing: FCAT 2.0; Write Score; FAAs; AMOs; Summer Camp; Challenge Camp

Math: Performance Matters; Easy CBM; AIMS Web; FCAT 2.0; AMOs; FAAs; Progress Monitoring; Skyward – grades; Challenge Camp

Science - Performance Matters; FCAT 2.0; AMOs; FAAs; Progress Monitoring; Skyward – grades; Challenge Camp

Behavior – 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 – Skyward data; Social Worker's weekly reports

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

Through our bi-monthly MTSS Core and Peripheral Team meetings as well as our Problem Solving Team Meetings, we are able to identify students who are in need of interventions both academically and behaviorally. Additionally, we regularly communicate and receive input from our Student Advisory Council, our Building Level Problem Team and our Parent-Teacher Organization.

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: Before or After School Program

Minutes added to school year: 2,400

Summer Core Academic Writing Program

Minutes added: 240 minutes a day for 10 days=2,400 minutes

Strategy Description: Beyond the Write from the Beginning program for third grade students for the 2012-2013 school year, we were able to provide upcoming fourth grade students for the 2013-2014 school year with extra writing and grammar instruction to the lowest 25% identified through school writing benchmarks.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Portfolio with writing samples/activities and daily conferencing

Who is responsible for monitoring implementation of this strategy?

A 3rd and a 5th grade teacher

Strategy: Before or After School Program**Minutes added to school year: 23,400**

The St. Lucie County School District proposes to continue its 21st Century Community Learning Center program that provides students with unique learning opportunities. The after school program will operate in three schools identified as having a large student need and a capacity to run an effective program. Each program has full access to the school facilities, and participants of the program will be engaged in high quality learning activities, through hands on short term projects, which are unlike those they may experience during the regular school day. These projects and related activities will result in student generated products, representing the academic content integration. All activities are offered to target students and are inclusive of students with disabilities and English language learners, abiding by all guidelines of the Individuals with Disabilities Education Act. The project based learning activities will be incorporated for 90 minutes each day with an additional hour dedicated to snack, homework help, sports, arts, and mentoring programs. In addition, the district proposes to include workshops and training for parents on a monthly basis, in an effort to build a bridge between home and school, creating a community of lifelong learners. Each school site program within the project will operate September 5, 2013 through May 30, 2014, Monday – Friday during regular school days (total of 35 weeks or 156 days). The program will operate during the summer from June 13, 2014 through July 11, 2014, Monday – Friday, half days from 7:30 AM till 12:30 PM (total of 4 weeks or 20 days). Each school site will hire one certified teacher per 15 students, one school site coordinator, and one parent liaison.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

Benchmark Tests, FCAT Data, and school grades. Data is collected by 21st CCLC project directors in coordination with district based ITS personnel. All data is submitted regularly to an outside evaluator of the 21st CCLC program. Dr. Christine Kerstyn. A formative report is submitted to all stakeholders at the end of January 2014. A summative report is submitted prior to August 31, 2014 for the coming school year.

Who is responsible for monitoring implementation of this strategy?

Site Coordinator, Project Director, Site Based Administration

Strategy: Before or After School Program**Minutes added to school year:** 4,500

Before and After School Core Math, Reading, Writing, and Science Program (Challenge Camp)

Minutes added to school year: 2 sessions: 6 weeks and 9 weeks

75 hours approx.=4500 minutes added to school year

Strategy Description: Beyond the 120 minutes of literacy instruction, many students need additional differentiated instruction in area of Reading Application. Additional time can be utilized before and after school through a tutoring camp. This camp will be called Challenge Camp.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

Pre/post assessment and check- in with student's classroom teacher

Who is responsible for monitoring implementation of this strategy?

Lead Teacher for Challenge Camp

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Deb Mock	Literacy Coach
Lynne Gruszka	Media Specialist
Lorie Monroe	Assistant Principal
April Smith	Grade 1 teacher
Kendra Remian	Grade 1 teacher
Val Niewieroski	Art teacher
Laura Woodworth	Science teacher
Carissa Provencher	Grade 4 teacher
Lisa Cash	Language Arts teacher
Georgia Stone	Social Studies teacher
Penny Arbuckle	Grade 4 teacher
Rachel Ellsworth	Reading Resource teacher
Deb Day	Grade 3 teacher
Glenda Taylor	Grade 3 teacher
Melanie Polascak	Grade 5 teacher
Anne Barbare	ESE teacher
Josie Bailey	Math Coach

How the school-based LLT functions

The Literacy Leadership Team will meet on a monthly basis to recommend literacy activities for Northport. The team will work in conjunction with the MTSSS team and recommend strategies that will increase our student achievement. This team will assist in the promotion of literacy initiatives.

Major initiatives of the LLT

Family Reading Night
Celebrate Literacy Week

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Our SLC Literacy Routines provides for our Middle School Language Arts teachers best practices in literacy instruction based on current scientific and evidence based research. Each teacher is expected to follow this daily routine. Resources to support instruction include Language Live!, Read 180. and on level literacy materials. This structure supports the provision of standards based and explicit instruction, based on data, using reading programs and strategies.

Content area/Core teachers will also incorporate reading and reading strategies into their subject area through a variety of resources including the following:

- websites that relate to core curriculum content
- trade books
- magazines, newspapers
- biographies
- autobiographies
- document-based questioning materials

In addition, reading and language arts' teachers will collaboratively plan with core teachers. The administrators and literacy coach will provide job-embedded professional development on a regular basis to all content area teachers on incorporating reading into the content area. Staff development for content area teachers will be based on individual needs and student data.

Additionally, all middle school teachers are being provided consistent professional development on the Common Core State Standards through our Common Core team. This professional development will provide the knowledge and skills that increase literacy across content areas and technical subjects.

Differentiated instruction, in small groups, will be provided for students who are not making adequate progress in tier one instruction during a specific block of time during the school day.

Using the MTSS model, our school has a Core team and Problem Solving Team comprised of a literacy coach, teachers, school leaders and district support personnel. These teams evaluate instruction and intervention at all tiers and make adjustments to the instruction and intervention based on

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

Our school wide program for assisting preschool children 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 Common Core State 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

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

At Northport K-8 students are exposed to courses that prepare for college, workforce training and life in a technological society. These activities ensure students have the opportunity to gather, comprehend, evaluate, synthesize, report on information and ideas, and conduct original research in order to solve problems. The following courses/projects allow students to see the connections between their course work and future opportunities; Science Fair, Project Lead the Way, Project Citizen, Culinary Arts and Technology courses.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

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.

Strategies for improving student readiness for the public postsecondary level

Prepare students for advance course work through our gifted/enrichment classes utilizing differentiated instruction and high-effect size strategies.

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	60%	48%	No	64%
American Indian				
Asian	63%	65%	Yes	67%
Black/African American	50%	37%	No	55%
Hispanic	59%	44%	No	63%
White	65%	54%	No	69%
English language learners	35%	16%	No	42%
Students with disabilities	38%	27%	No	45%
Economically disadvantaged	56%	43%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	240	26%	39%
Students scoring at or above Achievement Level 4	178	19%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	13	43%	60%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		37%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	534	58%	66%
Students in lowest 25% making learning gains (FCAT 2.0)	144	62%	72%

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)	34	58%	62%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	17	29%	35%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	19	32%	40%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	<i>[data excluded for privacy reasons]</i>		0%

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	119	41%	71%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		71%

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	53%	41%	No	57%
American Indian				
Asian	63%	76%	Yes	67%
Black/African American	43%	33%	No	49%
Hispanic	56%	37%	No	60%
White	55%	47%	No	60%
English language learners	38%	25%	No	44%
Students with disabilities	38%	21%	No	44%
Economically disadvantaged	50%	36%	No	55%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	236	25%	38%
Students scoring at or above Achievement Level 4	131	14%	19%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	11	37%	60%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		23%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	543	58%	66%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	145	62%	72%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	17	22%	60%
Middle school performance on high school EOC and industry certifications	17	100%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		47%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		53%

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	19	18%	25%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		11%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		67%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		33%

Middle School Science**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	55	28%	33%
Students scoring at or above Achievement Level 4	33	17%	20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		60%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		13%

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)			15
Participation in STEM-related experiences provided for students			80%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0	0%	0%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	0%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	0%
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%

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	41	7%	6%
Students retained, pursuant to s. 1008.25, F.S.	15	2%	2%
Students who are not proficient in reading by third grade	55	54%	38%
Students who receive two or more behavior referrals	46	7%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	106	17%	10%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	72	11%	9%
Students who fail a mathematics course	68	11%	8%
Students who fail an English Language Arts course	17	3%	2%
Students who fail two or more courses in any subject	63	10%	8%
Students who receive two or more behavior referrals	152	24%	20%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	307	48%	35%

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

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

Jump Into Reading Mentor 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 Administration Connect Ed

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
To Increase parental involvement			50%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** 64% (555/867) of students will achieve level 3+ on the on FCAT Reading and 57% (495/867) on the FCAT Math Test focusing on "Reading Application" and "Geometry & Measurement" by using tiered instructional strategies and progress monitoring.
- G2.** By January 2014 all teachers will receive Professional Development and implement with fidelity Standards-based instruction, SLC framework, higher order thinking questions/depths of knowledge, common board configuration and progress monitoring.
- G3.** By June of 2014, 72% (211/294) of 4th & 8th grade students will achieve a 3.5 or above on the 2014 FCAT 2.0 writing test, focusing on conventions & details, learning through tiered instruction, collaborative, holistic scoring and Write Score.

Goals Detail

G1. 64% (555/867) of students will achieve level 3+ on the on FCAT Reading and 57% (495/867) on the FCAT Math Test focusing on "Reading Application" and "Geometry & Measurement" by using tiered instructional strategies and progress monitoring.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal

- District professional development team
- Administration, Literacy Coach & Math Coach
- MTSS Team
- District Differentiated Accountability Liaison
- Office of School Renewal - Instructional Partners
- Tier II& III Teacher ESOL Para-professional

Targeted Barriers to Achieving the Goal

- 1) Time for more differentiated instruction
- 2) Absenteeism of students
- 3) Lack of technology software that improves computer skills

Plan to Monitor Progress Toward the Goal

After baseline, mid-year and predictive assessments, Easycbm/AimsWeb assessment, Journeys Benchmark Assessments.

Person or Persons Responsible

Administration, Literacy Coach, Math Coach, Instructional Partners, MTSS Core Team, Guidance Counselors

Target Dates or Schedule:

Through weekly/monthly/quarterly team meetings, data chats as stated in school calendar, MTSS Core Team meetings three times per year, lesson plans and classroom walk-throughs.

Evidence of Completion:

Through the use of data at scheduled meetings; evaluation of plans/strategies will be addressed using the following criteria: Positive response - Continue Questionable response - intensify or modify Poor response- modify or terminate Lesson Plan completion with evidence of Common Core State Standards along with Next Generation State Standards. Classroom Walk-throughs.

G2. By January 2014 all teachers will receive Professional Development and implement with fidelity Standards-based instruction, SLC framework, higher order thinking questions/depths of knowledge, common board configuration and progress monitoring.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- STEM
- STEM - All Levels
- CTE
- EWS
- EWS - Elementary School
- EWS - Middle School
- Additional Targets

Resources Available to Support the Goal

- Administration, Literacy Coach & Math Coach
- Instructional Partners
- District Professional Development Team

Targeted Barriers to Achieving the Goal

- Professional Development/Training/Materials
- Time for professional development and implementation
- Space/Methods for Progress Monitoring

Plan to Monitor Progress Toward the Goal

Professional development and follow-through throughout the year

Person or Persons Responsible

Administration, literacy coach, instructional partners, MTSS Core Team,

Target Dates or Schedule:

After baseline, midyear, and predictive assessments

Evidence of Completion:

Through weekly/monthly/quarterly team meetings, data chats monthly, MTSS core team meetings three times a year, lesson plans, and classroom walkthroughs Through the use of data at scheduled meetings that evaluate plans/strategies Lesson plan completion with evidence of Next Generation Sunshine Standards along with Common Core State Standards Classroom walkthroughs

G3. By June of 2014, 72% (211/294) of 4th & 8th grade students will achieve a 3.5 or above on the 2014 FCAT 2.0 writing test, focusing on conventions & details, learning through tiered instruction, collaborative, holistic scoring and Write Score.

Targets Supported

- Writing

Resources Available to Support the Goal

- Write from the Beginning
- Write for the Future
- Write Score
- Writer's Choice

Targeted Barriers to Achieving the Goal

- Teacher professional development/training materials

Plan to Monitor Progress Toward the Goal

Write Score reports; collaborative planning score documentation

Person or Persons Responsible

Administration, Literacy Coach, Instructional Partners

Target Dates or Schedule:

Once a month during collaborative planning meeting and/or instructional focus/data chat meetings

Evidence of Completion:

Through the use of data at scheduled meetings evaluation of plans/strategies will be addressed using the following criteria: Positive response - Continue Questionable response - intensify or modify Poor response- modifies or terminate Lesson plans Classroom walk-throughs

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. 64% (555/867) of students will achieve level 3+ on the on FCAT Reading and 57% (495/867) on the FCAT Math Test focusing on "Reading Application" and "Geometry & Measurement" by using tiered instructional strategies and progress monitoring.

G1.B1 1) Time for more differentiated instruction

G1.B1.S1 A team of teachers, coaches, and administration will receive professional development from the state and/or district to enhance their knowledge of Common Core State Standards. Additionally, a team of teachers and coaches will receive training from the Department of Education regarding Common Core State Standards (CCSS). This team will provide professional development for the staff on CCSS.

Action Step 1

Plan and implement professional development for Common Core State Standards in grades K-2

Person or Persons Responsible

Teacher, coaches, administration, Instructional Partners

Target Dates or Schedule

School Year 2013-2014

Evidence of Completion

Professional development Sign in logs

Facilitator:

Administration, coaches, and Instructional Partners

Participants:

Teacher, coaches, administration, Instructional Partners

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

Planning and implementation of professional development

Person or Persons Responsible

Administration, Literacy Coach, Math Coach, Instructional Partners

Target Dates or Schedule

School year 2013-2014

Evidence of Completion

Professional development sign in logs

Plan to Monitor Effectiveness of G1.B1.S1

Evaluation Tool for professional development

Person or Persons Responsible

Administration, Literacy Coach, Math Coach, Instructional Partners

Target Dates or Schedule

Professional Development Days

Evidence of Completion

Lesson plans showing evidence of Common Core Standards

G1.B1.S2 Selected teachers will receive training in Thinking Maps, Wilson Foundations, Kagan, American Reading Company Research Labs, and Language Live!

Action Step 1

Training for Thinking Maps, Wilson Foundations, Kagan, American Reading Company Research Labs and Language Live!

Person or Persons Responsible

Targeted teachers for each program

Target Dates or Schedule

School year 2013-14

Evidence of Completion

Sign in logs, agenda

Facilitator:

Administration and program trainer

Participants:

Targeted teachers

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

Plan, coordinate or implement professional development

Person or Persons Responsible

Program Trainer

Target Dates or Schedule

School year 2013-14

Evidence of Completion

Professional development agendas and attendance logs, classroom walkthroughs citing use of strategy, lesson plans citing use of strategy

Plan to Monitor Effectiveness of G1.B1.S2

Evaluation tool for professional development

Person or Persons Responsible

Administration, Literacy Coach, Math Coach, and program trainer

Target Dates or Schedule

School year 2013-2014

Evidence of Completion

Classroom walkthroughs citing use of strategies and lesson plans citing the use of strategies

G1.B1.S3 Beyond the 47 minutes of math and/or reading instruction in grades 6-8 and 60 minutes in math and 90 minutes in reading K-5, many of our students need additional differentiated instruction in math and/or reading. Additional time can be utilized after school through a tutoring camp. This camp will be called "Challenge Camp" and will target students that received a level 1 or 2 on their 2013 FCAT Math and/or Reading assessment.

Action Step 1

Challenge Camp

Person or Persons Responsible

Administration, Camp Coordinator, Camp Teachers, Math Coach, Literacy Coach

Target Dates or Schedule

October 2013 - May 2014

Evidence of Completion

Improved performance on district and state assessments.

Facilitator:

Administration, Camp Coordinator, Math Coach, Literacy Coach

Participants:

Administration, Camp Coordinator, Camp Teachers, Math Coach, Literacy Coach

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

Attendance of Challenge Camp students

Person or Persons Responsible

Administration, Camp Coordinator, Math Coach, Literacy Coach

Target Dates or Schedule

Twice a month during Challenge Camp session.

Evidence of Completion

Completion of camp with 80% attendance as evidenced by attendance logs.

Plan to Monitor Effectiveness of G1.B1.S3

Gains in math and/or reading scores for progress monitoring assessments

Person or Persons Responsible

Administration, Camp Coordinator, Camp Teachers, Math Coach, Literacy Coach

Target Dates or Schedule

Fall, Winter, Spring EasyCbm/AimsWeb and district progress monitoring assessments.

Evidence of Completion

Spring assessments data for EasyCbm/AimsWeb and district progress monitoring.

G1.B1.S4 The math coach and selected math teacher(s) will attend the FCTM conference to receive training in best math practices and differentiated instructional strategies. This team will provide ongoing professional development for the math staff utilizing the strategies and practices acquired.

Action Step 1

Plan and implement professional development for standards based best practices in math and in differentiated instructional strategies.

Person or Persons Responsible

Math Coach and teacher(s) that attend the FCTM conference in October 2013.

Target Dates or Schedule

November 2013 - May 2014

Evidence of Completion

Professional development provided agendas and attendance logs

Facilitator:

Math Coach and teacher(s) that attend FCTM conference in October 2013

Participants:

Math teachers K-8

Plan to Monitor Fidelity of Implementation of G1.B1.S4

Plan and implement professional development

Person or Persons Responsible

Math Coach and teacher(s) attending FCTM conference October 2013

Target Dates or Schedule

School year 2013-2014 after the conference

Evidence of Completion

Professional development agendas and attendance logs; classroom walk-throughs citing use of strategies seen; lesson plans citing use of strategies

Plan to Monitor Effectiveness of G1.B1.S4

Evaluation tool for professional development

Person or Persons Responsible

Math Coach

Target Dates or Schedule

Professional development days

Evidence of Completion

Lesson plans and classroom walk-throughs which cite teacher use of best practices and/or instructional strategies presented through professional development offered.

G1.B2 2) Absenteeism of students

G1.B2.S1 Students with a high rate of absenteeism will be targeted this year to receive additional reading instruction through AmeriCorp and Jump Into Reading. These district supported programs provide tutors for students in grades K-2.

Action Step 1

Targeted reading instruction for students in kindergarten through second grade

Person or Persons Responsible

AmeriCorps and Jump Into Reading Tutors

Target Dates or Schedule

School year 2013-2014

Evidence of Completion

Easycbm data of improvement in reading baseline scores from Fall benchmark to Spring benchmark

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

Daily attendance of students

Person or Persons Responsible

School Coordinator and District Coordinator

Target Dates or Schedule

Fall, Winter, and Spring Easycbm assessment

Evidence of Completion

Completion of program with tutor at the end of the year Spring Easycbm scores

Plan to Monitor Effectiveness of G1.B2.S1

Easycbm progress monitoring test

Person or Persons Responsible

School coordinator for programs

Target Dates or Schedule

Fall, Winter, and Spring Easycbm

Evidence of Completion

Spring Easycbm Scores. MTSS team will monitor students in program and support tutors if necessary

G1.B2.S2 Students with a high rate of absenteeism will be targeted this year to receive additional math monitoring if their classroom grade falls below a D (or equivalent value).

Action Step 1

Classroom math grades will be monitored for failing grades if a student has 5 or more absences through student conferencing.

Person or Persons Responsible

Attendance clerk, attendance committee members, math coach, math teachers

Target Dates or Schedule

School year 2013-2014 after each nine weeks grading period or when a student accumulates 5 or more absences per semester.

Evidence of Completion

Student grade of D or higher (passing) in math class as evidenced by quarterly report card grades.

Plan to Monitor Fidelity of Implementation of G1.B2.S2

Daily attendance of students

Person or Persons Responsible

Attendance committee, attendance clerk, administration, teacher, math coach

Target Dates or Schedule

Quarterly during the school year 2013-2014

Evidence of Completion

Student has passing math grade (D or equivalent) as evidenced by report card.

Plan to Monitor Effectiveness of G1.B2.S2

Daily attendance and math averages of passing (D or equivalent) or higher

Person or Persons Responsible

Attendance committee, administration, MTSS core team, math coach, literacy coach, instructional partners

Target Dates or Schedule

During school year 2013-2014

Evidence of Completion

Through use of data at scheduled meetings; evaluation of attendance/grades will be addressed. MTSS team will monitor students receiving extra support if needed.

G1.B2.S3 Student absenteeism will be tracked through the attendance office. Parents will be asked to send in a note explaining absences. Students with more than three unexcused absences will receive phone calls home explaining the importance of school attendance. If absenteeism continues a social worker will be sent out on a home visit.

Action Step 1

Tracking of student attendance

Person or Persons Responsible

Administration, Attendance Clerk, Teachers, Social Worker, Guidance Counselor

Target Dates or Schedule

School year 2013-2014

Evidence of Completion

Attendance data from attendance records

Plan to Monitor Fidelity of Implementation of G1.B2.S3

Students with more than three unexcused absences

Person or Persons Responsible

Administration, Attendance Clerk, Guidance Counselor, MTSSS Core Team

Target Dates or Schedule

Each nine weeks

Evidence of Completion

Attendance data from attendance office

Plan to Monitor Effectiveness of G1.B2.S3

Effectiveness of tracking student absenteeism

Person or Persons Responsible

Administration, MTSS Core Team

Target Dates or Schedule

Each nine weeks

Evidence of Completion

Higher attendance rate of targeted students

G1.B3 3) Lack of technology software that improves computer skills

G1.B3.S1 Students are expected to complete the FCAT reading and math assessments on the computer. They have not had practice and experience completing reading passages and answering reading and math questions utilizing strategies such as: -look back -highlighting -skimming -working out problems on paper and then transposing the answer to a computer screen -utilizing online tools, if applicable, such as calculator, graphing tool, ruler, etc. The software we purchase will allow students to practice reading passages and answer questions utilizing these skills. In addition, it will build stamina and confidence using the computer in a testing environment.

Action Step 1

Determine the software accepted by the district that meet the previous requirements.

Person or Persons Responsible

Administration, district personnel, literacy coach, math coach

Target Dates or Schedule

September, 2013

Evidence of Completion

Purchased and installed software Students utilize the software on a weekly basis Software Reports

Facilitator:

Administration, Literacy and Math Coaches

Participants:

Administration, district personnel, literacy coach, math coach

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Monitor the software reports for utilization of software

Person or Persons Responsible

Administration, Literacy Coach & Math Coach

Target Dates or Schedule

School Year 2013 - 2014

Evidence of Completion

Students utilize the purchased software on a weekly basis as evidenced through reports

Plan to Monitor Effectiveness of G1.B3.S1

Progress Monitoring Scores & Reports

Person or Persons Responsible

Administration, literacy coach & math coach

Target Dates or Schedule

School Year 2013 - 2014

Evidence of Completion

Students utilize the purchased software on a weekly basis as evidenced through reports

G2. By January 2014 all teachers will receive Professional Development and implement with fidelity Standards-based instruction, SLC framework, higher order thinking questions/depths of knowledge, common board configuration and progress monitoring.

G2.B1 Professional Development/Training/Materials

G2.B1.S1 Plan and implement professional development for teachers in all five of the identified areas including follow-up and materials.

Action Step 1

Identify the necessary professional development/training required for teachers to implement the strategies.

Person or Persons Responsible

Administration, coaches, instructional partners

Target Dates or Schedule

PD will take place during planning and the identified PD days and half days. Half Days: September 12 -Common Board Configuration -Depths of Knowledge/Framework January 17 - February 21 - April 17 - Full Days: November 8 -Higher Order Thinking Questions -SLC Framework -Reciprocal Teaching and/or Close Reading January 6 -Higher Order Thinking Questions/Depths of Knowledge -Kids at Hope

Evidence of Completion

Sign-in Sheets, Agendas, PowerPoints

Facilitator:

Administrators, Math Coach, Literacy Coach, Instructional Partners

Participants:

Identified Faculty & Staff

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

Monitor the planning, common board configurations, lesson plans,

Person or Persons Responsible

Administration, coaches, instructional partners

Target Dates or Schedule

Daily and weekly

Evidence of Completion

Lesson plans, walk-throughs, informal and formal observations

Plan to Monitor Effectiveness of G2.B1.S1

Professional Development Evaluation Tool

Person or Persons Responsible

Administration, coaches, instructional partners

Target Dates or Schedule

Daily and weekly

Evidence of Completion

Classroom walkthroughs, lesson plans, informal and formal evaluations

G2.B1.S2 Scheduled weekly meetings with leadership team including math coach, literacy coach and administration to discuss implementation, evidence/observations, and what professional development/training is necessary for teachers to implement with fidelity.

Action Step 1

Plan and implement professional development for identified needs of teachers and staff as identified by instructional review and data meetings

Person or Persons Responsible

Administration, literacy coach, instructional partners, MTSS Core Team, guidance counselors

Target Dates or Schedule

After baseline, midyear, and predictive assessments

Evidence of Completion

Through weekly/monthly/quarterly team meetings, data chats monthly, MTSS core team meetings three times a year, lesson plans, and classroom walk throughs Through the use of data at scheduled meetings that evaluate plans/strategies Lesson plan completion with evidence of Next Generation Sunshine Standards (3-8) and Common Core State Standards(K-2) Classroom walkthroughs

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

Professional development and follow-through throughout the year

Person or Persons Responsible

Administration, literacy coach, instructional partners, MTSS Core Team, guidance councilors

Target Dates or Schedule

After baseline, midyear, and predictive assessments Through weekly/monthly/quarterly team meetings, data chats monthly, MTSS core team meetings three times a year, lesson plans, and classroom walkthroughs Through the use of data at scheduled meetings that evaluate plans/strategies

Evidence of Completion

Lesson plan completion with evidence of Next Generation Sunshine Standards along with Common Core State Standards Classroom walkthroughs

Plan to Monitor Effectiveness of G2.B1.S2

Professional development and follow-through throughout the year

Person or Persons Responsible

Administration, literacy coach, instructional partners, MTSS Core Team, guidance councilors

Target Dates or Schedule

After baseline, midyear, and predictive assessments

Evidence of Completion

Through weekly/monthly/quarterly team meetings, data chats monthly, MTSS core team meetings three times a year, lesson plans, and classroom walkthroughs Through the use of data at scheduled meetings that evaluate plans/strategies Lesson plan completion with evidence of Next Generation Sunshine Standards along with Common Core State Standards Classroom walkthroughs

G2.B2 Time for professional development and implementation

G2.B2.S1 Organize collaborative planning days for grade groups/subject areas.

Action Step 1

Designate collaborative planning days for each grade group/subject area

Person or Persons Responsible

Teachers, Assistant Principals, Coaches, Instructional Partners

Target Dates or Schedule

On-going

Evidence of Completion

Lesson plans with evidence of standards-based instruction, Instructional Focus Calendars

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

Monitor the planning, common board configurations, lesson plans

Person or Persons Responsible

Leadership team

Target Dates or Schedule

Daily and weekly

Evidence of Completion

Lesson plans, walk-throughs, informal and formal observations

Plan to Monitor Effectiveness of G2.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2.B2.S2 Organize collaborative "Lesson Study" sessions with the elementary grade levels and middle school departments.

Action Step 1

Lesson study with Terry Morgan

Person or Persons Responsible

Elementary grade levels and middle school departments

Target Dates or Schedule

Second through fourth quarters

Evidence of Completion

Lesson plans developed by the team and meeting agenda

Facilitator:

Terry Morgan

Participants:

Elementary grade level teachers and middle school department teachers

Plan to Monitor Fidelity of Implementation of G2.B2.S2

Monitor the completion of the lesson study

Person or Persons Responsible

Principal and assistant principals

Target Dates or Schedule

After the Lesson Study concludes

Evidence of Completion

Collection of the agenda and lesson plan

Plan to Monitor Effectiveness of G2.B2.S2

Lesson plans and planning

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson plans

G2.B3 Space/Methods for Progress Monitoring

G2.B3.S1 Identify a "Data" room to utilize throughout the year to progress monitor the progress of students and use the "Ante Up" activity with all grade levels 3 - 8 to identify which students will be targeted to move. Have grade levels/teams work together to progress monitor and identify students to move from a number to a name.

Action Step 1

To create a data room

Person or Persons Responsible

Administrators, Coaches, Instructional Partners, Grade 3-8 teachers

Target Dates or Schedule

Continuous

Evidence of Completion

Completed Data Room showing all students data with highlighted targeted students

Facilitator:

Administrators

Participants:

Grade 3-8 teachers

Plan to Monitor Fidelity of Implementation of G2.B3.S1

Monitor the "Ante Up" activity

Person or Persons Responsible

Administration

Target Dates or Schedule

October 28, 2013

Evidence of Completion

Completed Data Walls

Plan to Monitor Effectiveness of G2.B3.S1

The moving of students towards proficiency and above

Person or Persons Responsible

Administration, Coaches, and Instructional Partners

Target Dates or Schedule

Following Progress Monitoring Mid-year, Easycbm Winter, Aimsweb Winter, Mini-Bats (3-8)

Evidence of Completion

Growth of all students with a concentration of targeted students

G2.B3.S3 Identify strategies and methods that will be utilized to ensure students are making progress between the three district progress monitoring assessments.

Action Step 1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B3.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B3.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3. By June of 2014, 72% (211/294) of 4th & 8th grade students will achieve a 3.5 or above on the 2014 FCAT 2.0 writing test, focusing on conventions & details, learning through tiered instruction, collaborative, holistic scoring and Write Score.

G3.B1 Teacher professional development/training materials

G3.B1.S1 Identified teachers will receive professional development from outside vendors (Write from the Beginning; Write for the Future; Write Score) to enhance their knowledge of standards-based writing instruction. Additionally, these teachers will receive professional development on collaborative scoring from district.

Action Step 1

Plan and implement professional development for Write Score, Write from the Beginning, and Write for the Future

Person or Persons Responsible

Teachers, coaches, administration, Instructional Partners

Target Dates or Schedule

School Year 2013-2014

Evidence of Completion

Professional development Sign in logs

Facilitator:

Participants:

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Planning and implementation of professional development

Person or Persons Responsible

Administration, Literacy Coach, Math Coach, Instructional Partners

Target Dates or Schedule

School year 2013-2014

Evidence of Completion

Professional development sign in logs

Plan to Monitor Effectiveness of G3.B1.S1

Evaluation Tool for professional development

Person or Persons Responsible

Administration, Literacy Coach, Instructional Partners

Target Dates or Schedule

Professional Development Days;collaborative planning days

Evidence of Completion

Lesson plans CBC Boards

G3.B1.S2 Identified teachers will implement Write from the Beginning; Write for the Future and use the Write Score program with fidelity to enhance students' knowledge of standards-based writing.

Action Step 1

Plan and implement professional development for Write Score, Write from the Beginning and Write for the Future

Person or Persons Responsible

Teachers, coaches, administration, Instructional Partners

Target Dates or Schedule

Professional development and collaborative planning days

Evidence of Completion

Professional development sign in logs

Facilitator:

St. Lucie County District Professional Developer

Participants:

New and Selected Teachers

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

Implementation of Write from the Beginning and Write for the Future

Person or Persons Responsible

Administration, Literacy Coach, Instructional Partners

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom walkthrough checklist

Plan to Monitor Effectiveness of G3.B1.S2

Evaluation Tool for professional development

Person or Persons Responsible

Administrators, Literacy Coach, Instructional Partners

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans CBC Boards

G3.B1.S3 Identified teachers will conference with each student using a NPK8 conferencing form every month after each Write Score test

Action Step 1

Teachers will conference with students

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Copies of students' conferencing forms

Plan to Monitor Fidelity of Implementation of G3.B1.S3

Teacher/student conferencing

Person or Persons Responsible

Administration, Literacy Coach, Instructional Partners

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom Walkthroughs

Plan to Monitor Effectiveness of G3.B1.S3

Teacher/student conferencing

Person or Persons Responsible

Administration, Literacy Coach, Instructional Partners

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans CBC Boards

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 funds are coordinated with our Title I office at the district level. The Title I guidance includes Mr. Lynch, Mr. Natta and Mrs. Johnson. We meet with both Mr. Natta and Mrs. Johnson at least once per year to review the steps necessary to ensure compliance and integration of the Title I program with fidelity at Northport. Administration also meets with district Title I personnel monthly to review implementation.

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. 64% (555/867) of students will achieve level 3+ on the on FCAT Reading and 57% (495/867) on the FCAT Math Test focusing on "Reading Application" and "Geometry & Measurement" by using tiered instructional strategies and progress monitoring.

G1.B1 1) Time for more differentiated instruction

G1.B1.S1 A team of teachers, coaches, and administration will receive professional development from the state and/or district to enhance their knowledge of Common Core State Standards. Additionally, a team of teachers and coaches will receive training from the Department of Education regarding Common Core State Standards (CCSS). This team will provide professional development for the staff on CCSS.

PD Opportunity 1

Plan and implement professional development for Common Core State Standards in grades K-2

Facilitator

Administration, coaches, and Instructional Partners

Participants

Teacher, coaches, administration, Instructional Partners

Target Dates or Schedule

School Year 2013-2014

Evidence of Completion

Professional development Sign in logs

G1.B1.S2 Selected teachers will receive training in Thinking Maps, Wilson Foundations, Kagan, American Reading Company Research Labs, and Language Live!

PD Opportunity 1

Training for Thinking Maps, Wilson Foundations, Kagan, American Reading Company Research Labs and Language Live!

Facilitator

Administration and program trainer

Participants

Targeted teachers

Target Dates or Schedule

School year 2013-14

Evidence of Completion

Sign in logs, agenda

G1.B1.S3 Beyond the 47 minutes of math and/or reading instruction in grades 6-8 and 60 minutes in math and 90 minutes in reading K-5, many of our students need additional differentiated instruction in math and/or reading. Additional time can be utilized after school through a tutoring camp. This camp will be called "Challenge Camp" and will target students that received a level 1 or 2 on their 2013 FCAT Math and/or Reading assessment.

PD Opportunity 1

Challenge Camp

Facilitator

Administration, Camp Coordinator, Math Coach, Literacy Coach

Participants

Administration, Camp Coordinator, Camp Teachers, Math Coach, Literacy Coach

Target Dates or Schedule

October 2013 - May 2014

Evidence of Completion

Improved performance on district and state assessments.

G1.B1.S4 The math coach and selected math teacher(s) will attend the FCTM conference to receive training in best math practices and differentiated instructional strategies. This team will provide ongoing professional development for the math staff utilizing the strategies and practices acquired.

PD Opportunity 1

Plan and implement professional development for standards based best practices in math and in differentiated instructional strategies.

Facilitator

Math Coach and teacher(s) that attend FCTM conference in October 2013

Participants

Math teachers K-8

Target Dates or Schedule

November 2013 - May 2014

Evidence of Completion

Professional development provided agendas and attendance logs

G1.B3 3) Lack of technology software that improves computer skills

G1.B3.S1 Students are expected to complete the FCAT reading and math assessments on the computer. They have not had practice and experience completing reading passages and answering reading and math questions utilizing strategies such as: -look back -highlighting -skimming -working out problems on paper and then transposing the answer to a computer screen -utilizing online tools, if applicable, such as calculator, graphing tool, ruler, etc. The software we purchase will allow students to practice reading passages and answer questions utilizing these skills. In addition, it will build stamina and confidence using the computer in a testing environment.

PD Opportunity 1

Determine the software accepted by the district that meet the previous requirements.

Facilitator

Administration, Literacy and Math Coaches

Participants

Administration, district personnel, literacy coach, math coach

Target Dates or Schedule

September, 2013

Evidence of Completion

Purchased and installed software Students utilize the software on a weekly basis Software Reports

G2. By January 2014 all teachers will receive Professional Development and implement with fidelity Standards-based instruction, SLC framework, higher order thinking questions/depths of knowledge, common board configuration and progress monitoring.

G2.B1 Professional Development/Training/Materials

G2.B1.S1 Plan and implement professional development for teachers in all five of the identified areas including follow-up and materials.

PD Opportunity 1

Identify the necessary professional development/training required for teachers to implement the strategies.

Facilitator

Administrators, Math Coach, Literacy Coach, Instructional Partners

Participants

Identified Faculty & Staff

Target Dates or Schedule

PD will take place during planning and the identified PD days and half days. Half Days: September 12 -Common Board Configuration -Depths of Knowledge/Framework January 17 - February 21 - April 17 - Full Days: November 8 -Higher Order Thinking Questions -SLC Framework -Reciprocal Teaching and/or Close Reading January 6 -Higher Order Thinking Questions/Depths of Knowledge -Kids at Hope

Evidence of Completion

Sign-in Sheets, Agendas, PowerPoints

G2.B2 Time for professional development and implementation

G2.B2.S2 Organize collaborative "Lesson Study" sessions with the elementary grade levels and middle school departments.

PD Opportunity 1

Lesson study with Terry Morgan

Facilitator

Terry Morgan

Participants

Elementary grade level teachers and middle school department teachers

Target Dates or Schedule

Second through fourth quarters

Evidence of Completion

Lesson plans developed by the team and meeting agenda

G2.B3 Space/Methods for Progress Monitoring

G2.B3.S1 Identify a "Data" room to utilize throughout the year to progress monitor the progress of students and use the "Ante Up" activity with all grade levels 3 - 8 to identify which students will be targeted to move. Have grade levels/teams work together to progress monitor and identify students to move from a number to a name.

PD Opportunity 1

To create a data room

Facilitator

Administrators

Participants

Grade 3-8 teachers

Target Dates or Schedule

Continuous

Evidence of Completion

Completed Data Room showing all students data with highlighted targeted students

G3. By June of 2014, 72% (211/294) of 4th & 8th grade students will achieve a 3.5 or above on the 2014 FCAT 2.0 writing test, focusing on conventions & details, learning through tiered instruction, collaborative, holistic scoring and Write Score.

G3.B1 Teacher professional development/training materials

G3.B1.S1 Identified teachers will receive professional development from outside vendors (Write from the Beginning; Write for the Future; Write Score) to enhance their knowledge of standards-based writing instruction. Additionally, these teachers will receive professional development on collaborative scoring from district.

PD Opportunity 1

Plan and implement professional development for Write Score, Write from the Beginning, and Write for the Future

Facilitator

Participants

Target Dates or Schedule

School Year 2013-2014

Evidence of Completion

Professional development Sign in logs

G3.B1.S2 Identified teachers will implement Write from the Beginning; Write for the Future and use the Write Score program with fidelity to enhance students' knowledge of standards-based writing.

PD Opportunity 1

Plan and implement professional development for Write Score, Write from the Beginning and Write for the Future

Facilitator

St. Lucie County District Professional Developer

Participants

New and Selected Teachers

Target Dates or Schedule

Professional development and collaborative planning days

Evidence of Completion

Professional development sign in logs

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	64% (555/867) of students will achieve level 3+ on the on FCAT Reading and 57% (495/867) on the FCAT Math Test focusing on "Reading Application" and "Geometry & Measurement" by using tiered instructional strategies and progress monitoring.	\$18,500
G2.	By January 2014 all teachers will receive Professional Development and implement with fidelity Standards-based instruction, SLC framework, higher order thinking questions/depths of knowledge, common board configuration and progress monitoring.	\$37,500
G3.	By June of 2014, 72% (211/294) of 4th & 8th grade students will achieve a 3.5 or above on the 2014 FCAT 2.0 writing test, focusing on conventions & details, learning through tiered instruction, collaborative, holistic scoring and Write Score.	\$2,500
Total		\$58,500

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Technology	Evidence-Based Program	Evidence-Based Materials	Total
Title I	\$43,500	\$0	\$5,000	\$2,500	\$51,000
District Title I	\$0	\$0	\$0	\$0	\$0
District and school Title I	\$0	\$0	\$7,500	\$0	\$7,500
Total	\$43,500	\$0	\$12,500	\$2,500	\$58,500

Budget Details

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

G1. 64% (555/867) of students will achieve level 3+ on the on FCAT Reading and 57% (495/867) on the FCAT Math Test focusing on "Reading Application" and "Geometry & Measurement" by using tiered instructional strategies and progress monitoring.

G1.B1 1) Time for more differentiated instruction

G1.B1.S1 A team of teachers, coaches, and administration will receive professional development from the state and/or district to enhance their knowledge of Common Core State Standards. Additionally, a team of teachers and coaches will receive training from the Department of Education regarding Common Core State Standards (CCSS). This team will provide professional development for the staff on CCSS.

Action Step 1

Plan and implement professional development for Common Core State Standards in grades K-2

Resource Type

Professional Development

Resource

Travel, room & board, conference costs, substitutes

Funding Source

Title I

Amount Needed

\$5,000

G1.B1.S2 Selected teachers will receive training in Thinking Maps, Wilson Foundations, Kagan, American Reading Company Research Labs, and Language Live!

Action Step 1

Training for Thinking Maps, Wilson Foundations, Kagan, American Reading Company Research Labs and Language Live!

Resource Type

Evidence-Based Program

Resource

Professional Development

Funding Source

Title I

Amount Needed

\$5,000

G1.B1.S3 Beyond the 47 minutes of math and/or reading instruction in grades 6-8 and 60 minutes in math and 90 minutes in reading K-5, many of our students need additional differentiated instruction in math and/or reading. Additional time can be utilized after school through a tutoring camp. This camp will be called "Challenge Camp" and will target students that received a level 1 or 2 on their 2013 FCAT Math and/or Reading assessment.

Action Step 1

Challenge Camp

Resource Type

Evidence-Based Program

Resource

After-school tutorial camp. SLC Title I is supporting the majority of the teachers and students. However, only for students who scored a level I or II on the FCAT reading and/or math. We also plan on having a writing, algebra and science camp (possibly), as well as students who scored a Level III+ on the FCAT.

Funding Source

District and school Title I

Amount Needed

\$7,500

G1.B1.S4 The math coach and selected math teacher(s) will attend the FCTM conference to receive training in best math practices and differentiated instructional strategies. This team will provide ongoing professional development for the math staff utilizing the strategies and practices acquired.

Action Step 1

Plan and implement professional development for standards based best practices in math and in differentiated instructional strategies.

Resource Type

Professional Development

Resource

Math coach and a math teacher will attend the FCTM conference in Florida.

Funding Source

Title I

Amount Needed

\$1,000

G1.B3 3) Lack of technology software that improves computer skills

G1.B3.S1 Students are expected to complete the FCAT reading and math assessments on the computer. They have not had practice and experience completing reading passages and answering reading and math questions utilizing strategies such as: -look back -highlighting -skimming -working out problems on paper and then transposing the answer to a computer screen -utilizing online tools, if applicable, such as calculator, graphing tool, ruler, etc. The software we purchase will allow students to practice reading passages and answer questions utilizing these skills. In addition, it will build stamina and confidence using the computer in a testing environment.

Action Step 1

Determine the software accepted by the district that meet the previous requirements.

Resource Type

Technology

Resource

Classworks

Funding Source

District Title I

Amount Needed

\$0

G2. By January 2014 all teachers will receive Professional Development and implement with fidelity Standards-based instruction, SLC framework, higher order thinking questions/depths of knowledge, common board configuration and progress monitoring.

G2.B1 Professional Development/Training/Materials

G2.B1.S1 Plan and implement professional development for teachers in all five of the identified areas including follow-up and materials.

Action Step 1

Identify the necessary professional development/training required for teachers to implement the strategies.

Resource Type

Professional Development

Resource

Professional development for teachers to train them on the identified areas listed above and to provide substitutes for the teachers if necessary.

Funding Source

Title I

Amount Needed

\$5,000

G2.B2 Time for professional development and implementation

G2.B2.S1 Organize collaborative planning days for grade groups/subject areas.

Action Step 1

Designate collaborative planning days for each grade group/subject area

Resource Type

Professional Development

Resource

To provide substitutes for teachers so that they can have a day to collaboratively plan together each semester.

Funding Source

Title I

Amount Needed

\$15,000

G2.B2.S2 Organize collaborative "Lesson Study" sessions with the elementary grade levels and middle school departments.

Action Step 1

Lesson study with Terry Morgan

Resource Type

Professional Development

Resource

To provide substitutes for teachers to attend "Lesson Study" with Terry Morgan.

Funding Source

Title I

Amount Needed

\$15,000

G2.B3 Space/Methods for Progress Monitoring

G2.B3.S1 Identify a "Data" room to utilize throughout the year to progress monitor the progress of students and use the "Ante Up" activity with all grade levels 3 - 8 to identify which students will be targeted to move. Have grade levels/teams work together to progress monitor and identify students to move from a number to a name.

Action Step 1

To create a data room

Resource Type

Evidence-Based Materials

Resource

To develop a "PD/Data Room" to display data collected and provide for progress monitoring. To purchase the white boards, magnets, tape and labels for the progress monitoring.

Funding Source

Title I

Amount Needed

\$2,500

G3. By June of 2014, 72% (211/294) of 4th & 8th grade students will achieve a 3.5 or above on the 2014 FCAT 2.0 writing test, focusing on conventions & details, learning through tiered instruction, collaborative, holistic scoring and Write Score.

G3.B1 Teacher professional development/training materials

G3.B1.S1 Identified teachers will receive professional development from outside vendors (Write from the Beginning; Write for the Future; Write Score) to enhance their knowledge of standards-based writing instruction. Additionally, these teachers will receive professional development on collaborative scoring from district.

Action Step 1

Plan and implement professional development for Write Score, Write from the Beginning, and Write for the Future

Resource Type

Professional Development

Resource

All language arts and literacy teachers will be trained on Thinking Maps, Write Score, Write from the Beginning and Write for the Future.

Funding Source

Title I

Amount Needed

\$2,500