

Northmore Elementary School

4111 N TERRACE DR, West Palm Beach, FL 33407

www.edline.net/pages/northmore_elementary

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
98%

Alternative/ESE Center
No

Charter School
No

Minority
93%

School Grades History

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

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, 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. 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 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 Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	19
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	23
Appendix 1: Implementation Timeline	34
Appendix 2: Professional Development and Technical Assistance Outlines	36
Professional Development Opportunities	37
Technical Assistance Items	41
Appendix 3: Budget to Support Goals	42

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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Priority	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

At Northmore Elementary our mission is to create an academic and social environment that fosters, motivates and inspires our students to gain the skills and ethics in order to develop into a well educated, responsible and caring citizen.

Provide the school's vision statement

Northmore Elementary envisions a dynamic collaborative multicultural school where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global community.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

In an effort to build cultural relationships between teachers and students, our school will celebrate cultural diversity in a multitude of ways. Our school will infuse the content required by Florida Statute 10003.42(2) and S.B. Policy 2.09 (8) (b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans
- Hosting a multicultural event that will showcase the diverse cultures of students within our school to unite and develop a single school culture.
- Provide professional development to staff on increasing positive interactions with students.
- Attend District provided Professional Development on multicultural offerings.
- Embed cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts).
- Assure all teachers will participate in the process of discussing climate guidelines along with their behavioral expectations.
- Identify and engage school community stakeholders (i.e. parents, students, teachers, school counselors, etc.) in assessing the current state of the cultural awareness and student-teacher relationships (data-based decision making). Identify on-campus "relationship experts" to implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice / equity gaps.

A collaborative effort between Bridges and our school to infuse a mentoring program that will identify ways to support the students based on their individual academic, social, and emotional needs. This, in turn, will create a more supportive school environment that will meet the needs of all students.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Northmore's School Wide Positive Behavior Plan (SwPBS) is a proven, research and evidence-based discipline program that emphasizes school-wide systems of supports. SwPBS emphasizes teaching students to behave in ways that contribute to academic achievement and school success that

supports a safe school environment where students and school staff are responsible and respectful. SwPBS also emphasizes the need for school staff to promote appropriate behaviors by teaching, modeling, and reinforcing appropriate behaviors and by treating minor misbehaviors as “teaching moments”.

Along with SwPBS, our school has established a unified arrival, dismissal, and transitional procedure to ensure the safety of all students. These procedures have been conveyed to parents through our principal's welcome newsletter, agendas, the school website, flyers, and monthly parent newsletters. In accordance with this, our school will develop and implement a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) supports students to school-based and community resources. To build efficacy, the school administration will provide professional development in methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

At Northmore, there is a multitiered behavior plan in place to ensure optimal instructional time. This behavior plan includes:

- The School Wide Positive Behavior team reviewing classroom data to ensure students are engaged while in class. Maintain a minimum of a 4:1 ratio of positive interactions (RPI) to ensure students remain engaged during instructional time.
- Universal Guidelines and behavior matrix taught twice a year to ensure students are aware of school expectations.
- Classroom management strategies such as CHAMPs.
- Making references to Universal Guidelines during morning announcements and behavioral expectations when providing students with positive feedback ("You were responsible when you returned your library book on time.")
- Class meetings will occur on a frequent basis to include student feedback during guidance.

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 Northmore, we ensure that the social-emotional needs of all students are being met in a variety of ways such as:

- Operational school based team that meets weekly to discuss students with barriers to academic and social success;
- Check-in/Check-out, Check and Connect utilized with students in need of positive adult interactions and positive feedback throughout the school day;
- Connect students to agencies who have Cooperative Agreements or are on campus;
- Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to: (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve (Evaluation);

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

At Northmore, to identify early warning signs and provided strategic support, we:

- Utilize data systems to identify students who have attendance, behavioral or academic concerns
- Create data decision rules for number of absences or OSS before referral generated to SBT
- Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules;
- Utilize the Student Development Plan Data Driven Practices to assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making). For example: attendance, course failure, college-career planning gaps (FAFSA completion), etc;
- Parent shadows for students with consistent behavioral concerns;

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	25	19	16	17	10	9	96
One or more suspensions	13	11	2	16	9	17	68
Course failure in ELA or Math	51	39	27	2	1	5	125
Level 1 on statewide assessment	0	0	0	49	38	33	120

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	26	14	10	17	10	15	92

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Attendance Below 90%:

School personnel will identify who these students are and determine if they are still members of our school community. Following this step, the Parent Liaison and Principal will host a meeting with parents in an effort to discover how the school will provide support to meet their needs. The Parent Liaison, Data Processor, and Learning Team Facilitator will monitor and track students' early warning system indicators. With this data in place, our staff will take the steps necessary to decrease these indicators. One way our school will accomplish this is by gathering community support in an effort to provide incentives. We will also involve community stakeholders to provide outside support to our students and their parents.

Students Performing Below Level on District Grading System and State Assessments:

Those students who were identified as level one will be supported during iii and EDR by classroom teachers and resource teachers. These students will also be monitored with fidelity through our School Based Team process. Administration and Instructional Leadership will train teachers in providing more rigorous lessons that align to the standards, which will reflect in student performance on standard report cards and state assessments.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/48985>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Northmore will build and sustain partnerships with community stakeholders to support our parent and student needs such as:

- FPL for a beautification project;
- Palm Beach County Food Bank that provides food bi-weekly to students;
- Bridges that provides supplies for parents and students as well as parenting classes;
- Rotary Club of West Palm Beach through monetary donations and dictionaries;
- United Way Youth Initiative through monetary donations and school supplies;
- Northmore's School Advisory Council (SAC) sets up priorities and student performance standards that serve as guiding principles for everything the council does. SAC's job is to examine aspects of its school as suggested by the priorities and generate a School Improvement Plan (SIP) that addresses targeting the identified priorities and meeting the student performance standards. An analysis of student achievement and school performance data occurs at our SAC meetings.
- A Parent Liaison who assists in organizing and marketing family involvement activities, collaborates with classroom teachers to provide communication with parents through a variety of means including telephone, notes, newsletter, e-mail, and home visits, and creates and/or maintains a school-based family resource room that provides information and materials to families;
- Community Language Facilitator (CLF) who translate and communicate information in our students and parents native languages including Spanish and Creole.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Daniels, Vonda	Principal
Foushee, Monique	Assistant Principal
Friess, Cory	Instructional Coach
Myers, Cindy	Other

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

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

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

School personnel meets regularly to review diagnostic data and progress monitoring during data chats, LTMs and Common Planning. Tier I core instruction and objectives are firmly established for all students. Tier 2 consists of Triple i, Math Re-teaching Lab, and Extended Day Reading along with strategies designed to remediate deficiencies as needed. In addition, Saturday Tutorials are extended for the purpose of offering tiered support. Identified students will be referred to the school based RTI leadership team for Tier 3 Support.

Title I Part A

Title I is dedicated to improving the educational opportunities for all students. Title I funds will be used for tutorial programs, professional development, funding of Resource Teachers (i.e. .5 Response to Intervention (RTI) Resource Teacher), and to increase family involvement activities throughout the school year. These funds will address the following: assisting students to succeed in the regular school program, to attain grade level proficiency, and to improve student academic achievement.

Title I Part C

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure that student needs are met.

Title I Part D

District receives funds to support the Educational Alternative Outreach Program.

Title II

The No Child Left Behind Act of 2001 re-authorized the Dwight D. Eisenhower Grant and Class Size Reduction of the Elementary and Secondary Education Act of 1965 as Title II, Part A. This entitlement grant has been developed to prepare, train, and recruit high-quality teachers.

Title III

Services are provided through the district for educational materials and ELL support services to improve the education of immigrant and ELL learners.

Title X Homeless

The mission of the Homeless Coalition of Palm Beach County is to provide leadership in addressing and improving the quality of life of the Palm Beach County homeless through advocacy, planning, coordination and maximizing resources.

Supplemental Academic Instruction (SAI)

SAI teachers work with the non-proficient and retained students in 3rd grade.

Violence Prevention Programs

The school will enforce the guidelines by the Jeffery Johnson Act. Students and teachers can anonymously report acts of violence. In addition, through SAFE Schools, Northmore has adopted a Single School Culture for behavior modification- Positive Behavior Support.

Nutrition Program

Northmore is a part of the Federal Food Program for school aged children.

Housing Programs

A total of six family homeless shelters along with the Department of Children and Families, through Foster Care programs provide housing for families and children throughout the county.

Head Start

The Bridges at Northwood will attempt to contact surrounding Head Start programs this school year to develop collaborative efforts.

Adult Education

The Bridges at Northwood offers bi-weekly computer and ELL classes as well as bi-monthly workshops at various times throughout the school year.

Career and Technical Education

The School District of Palm Beach County provides information about academic and life skill classes offered at their technical and vocational centers. The Bridges at Northwood offers capacity building services (such as hair cuts) for students and the community.

Job Training

The Bridges at Northwood offers resume writing and job interview workshops for its Northwood community.

Single School Culture for Academics is accomplished through LTMs. 3-5 teachers attend weekly meetings and K-2, fine arts ESE, and ELL attends bi-weekly. The meetings are facilitated by the school's LTF and supported by administration and coaches.

Single School Culture for Behavior is implemented through the Positive Behavior Support Team. Meetings are held monthly to identify and support the needs of the school. Incentives and awards are established through the guidelines provided through SwPBS. The matrix is reviewed and revised yearly to meet the needs of the school population.

Single School Culture for Climate will be enhanced through the Kagan Cooperative Learning training. While increased student engagement is the focus, the positive interactions among staff are critical.

Multi-cultural

Classroom instruction will reflect an appreciation for multicultural diversity such as diverse classroom library selections and school wide events such as: student generated The African American History Museum. In addition, integration of Hispanic contributions were discussed through morning announcements.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Vonda Daniels	Principal
Anne Plisco	Teacher
Smith Lubin	Parent
Cory Friess	Teacher
Yohana Gutierrez	Parent
Jillian Gilbert	Parent
Shalane Hill	Business/Community

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The School Improvement Plan was presented for feedback and recommendations were made based on this year's school needs.

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

The school's budget will be presented at our SAC Meeting and recommendations made by the committee will be noted.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Will be determined when funds become available

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Myers, Cindy	Other
Foushee, Monique	Assistant Principal
Friess, Cory	Instructional Coach
Daniels, Vonda	Principal

Duties

Describe how the LLT promotes literacy within the school

The major initiative of the LLT for the 2014-2015 school year will be the effective implementation of the new FL standards with fidelity to increase student proficiency and foster a love of literacy through the readers and writers workshop model.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

One venue for encouraging positive working relationships with teachers is participation in Learning Team Meetings. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

At Northmore, our school utilizes a multitude of strategies to recruit, develop, and retain highly qualified teachers using the following methods:

- Utilize the Department of Recruitment and Retention to provide advice on all hiring and placement procedures;
- Participate in job fairs, interview training, and personnel workshops designed to expedite the identification of the most talented instructional applicants;
- Recruitment of highly qualified instructional personnel by means of strategic internet recruitment, office interviews, and recruitment events;
- Monitor and assist all applicants in the hiring process in an effort to reduce length of hiring process and increase instructional time;
- Establish and maintain relationships with colleges and officials in the field of education to promote the District;
- Maintain regular contact with designated recruiter to improve talent acquisition effectiveness;
- ESP Program where new teachers will be paired with a veteran teacher to provide guidance and support;
- Common planning to identify strengths and weaknesses and provide a unified curriculum focus based on state standards through training in implementation of academic curriculum.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

All first year teachers are participating in the Educator Support Program (ESP). ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.

ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan, discuss, and monitor reading, writing, math, and science curriculum that aligns to the standards during:

- Learning Team Meetings;
- Common Planning;
- School Based Team;
- Child Study Team;
- Teacher and Student Data Chats;

- Pupil Progression Meetings.

This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The school based RTI Leadership Team will meet regularly to review school based diagnostic data, progress monitoring and present psychological screening information. Once Tier I core instruction and objectives are firmly established, the RTI team will identify pupils who face challenges in meeting academic and/or behavioral objectives. The identified students will be referred to the school based RTI leadership team. The leadership team consists of the Guidance Counselor/School Based Team Coordinator, School Psychologist, ESE Contact/RTI Interventionist, ELL Contact, Administration, Teachers and Staff.

The school based RTI Leadership Team meets weekly to develop intervention plans for students requiring academic and/or behavioral interventions. The classroom teachers report on student's current performance levels while the team works to select research-based evidence interventions for referred students. The RTI interventionist works with specific students on targeted interventions. The RTI Intervention Team will use data collected from EDW and Classroom Teachers to summarize data at each Tier using the following PBSCD Forms (2284 a to d and 2318). Staff is trained during faculty meetings, on professional development days, and other trainings as scheduled and coordinated by the administration and school based team leader. The classroom teachers and instructional support staff will provide Tier II and Tier III interventions. The .5 Response to Intervention Teacher, SAI Teacher, ESE Teachers, ELL Teachers, and In-School Tutors will provide additional Tier III support.

The school ensures every teacher contributes to literacy improvement of every student by:

- Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
- Creating a schedule with an uninterrupted 90 minute reading block
- Creating a schedule with an additional 60 minute reading block (option for extended day)
- Creating a schedule with an uninterrupted 45-60 minute writing block
- Providing iii and Leveled Literacy Intervention (LLI) instruction based on student needs
- Providing instruction aligned with the Language Arts Florida Standards for their grade level
- Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
- Administering assessments which measure instructed standards

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 10,800

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

Strategy Rationale

Northmore will be utilizing this strategy to provide a multi-tiered approach that scaffolds and supports student learning to increase student achievement.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Myers, Cindy, cindy.myers@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

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

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Parents are invited to Kindergarten Round-up in order to be informed of the school's enrollment process (including documents needed), which will include parental training on current curriculum and school procedures to provide a smooth transition for students. Parents are notified via fliers given to surrounding day cares and housing communities as well as the school's marquee. Our school will host a "Pre-Paw Academy" where area pre-schools are invited to visit their future school. For the 2015-2016 school year, our school will implement a staggered start. Students and parents are invited to Meet the Teacher Day during preschool and Bridges at Northwood contacts surrounding Head Start programs to develop collaborative efforts. Fifth grade students will participate in a "Transition to Middle School Day" where they will visit area middle schools.

College and Career Readiness

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

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** Teachers will collaboratively develop instructional strategies that increase student achievement in all content areas (reading, writing, math, science).
- G2.** Increase parent involvement and build capacity to form trusting relationships, which support students' academic achievement.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Teachers will collaboratively develop instructional strategies that increase student achievement in all content areas (reading, writing, math, science). 1a

G037122

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	58.0
AMO Math - All Students	56.0
FCAT 2.0 Science Proficiency	45.0

Resources Available to Support the Goal 2

- Scholastic Reading Series
- PenZoo
- Type to Learn
- Instructional Coaches: Math, Reading and Science
- Reading Plus
- Area/District Support Team
- Reading A-Z
- Science A-Z
- Think Central
- Transformation Support Team
- LLi
- Fountas & Pinnell Resources
- Differentiated Accountability Region V Team
- Type to Learn Program
- STEM
- Learning Team Facilitator
- Part-Time Tutors
- Community Partners

Targeted Barriers to Achieving the Goal 3

- Lack of the fidelity of implementation of research-based (best) instructional strategies that yield high performing student achievement and foster student engagement.

Plan to Monitor Progress Toward G1. 8

Daily student interaction with new knowledge

Person Responsible

Vonda Daniels

Schedule

Daily, from 8/19/2014 to 6/4/2015

Evidence of Completion

Walk-throughs, Learning Walks, Best Practice Share-Out at Learning Team Meetings, Marzano Evaluation system, Common Assessments, Diagnostics, Running Reading Records,

G2. Increase parent involvement and build capacity to form trusting relationships, which support students' academic achievement. 1a

G037123

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	92.0
AMO Math - All Students	56.0
AMO Reading - All Students	58.0
FCAT 2.0 Science Proficiency	45.0

Resources Available to Support the Goal 2

- Language Facilitators for Spanish and Creole
- Parent Newsletter
- SAC Meetings
- Parent Liason
- Guidance Counselor
- Community Partners
- Instructional Coaches
- Area/District Support Teams
- School Transformation Team
- Teachers and School Staff
- School Based Administration
-

Targeted Barriers to Achieving the Goal 3

- Limited parental participation due to lack of trust, empowerment, and understanding of best practices need to achieve academic targets.

Plan to Monitor Progress Toward G2. 8

Classroom teachers, Guidance Counselor, Parent Liaison and the Administration will work together to create parental involvement opportunities and monitor increases/decreases in student attendance.

Person Responsible

Schedule

Monthly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Sign in Sheets Meeting Notes Attendance Data Parent Surveys

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Teachers will collaboratively develop instructional strategies that increase student achievement in all content areas (reading, writing, math, science). **1**

 G037122

G1.B1 Lack of the fidelity of implementation of research-based (best) instructional strategies that yield high performing student achievement and foster student engagement. **2**

 B089103

G1.B1.S1 Instructional staff will apply the most effective research – based practices to increase student achievement. **4**

 S099726

Strategy Rationale

Research by Marzano and others supports the implementation of effective, rigorous and structured strategies provide positive support in the classroom, results in focused productive students. Therefore, providing researched best practices for the foundations of rigorous lessons will increase the proficiency level of students.

Action Step 1 **5**

Kagan Trainings

Person Responsible

Vonda Daniels

Schedule

Evidence of Completion

Classroom Walkthroughs and Data

Action Step 2 5

Provide Level Literacy Interventions, RRR, Fountas and Pinnell

Person Responsible

Cindy Myers

Schedule

Daily, from 8/22/2014 to 6/4/2015

Evidence of Completion

Classroom Walkthroughs and Data, Lesson Plans, LTM Agendas

Action Step 3 5

RTI inventions for tier 2 and 3 students

Person Responsible

Vonda Daniels

Schedule

Daily, from 8/26/2014 to 6/4/2015

Evidence of Completion

RTI Folders and Data Sheets, Progress Monitoring Logs, Pupil Progression Chats

Action Step 4 5

Provide pull out temp tutors to service students that are reading below proficiency levels using research based reading strategies, such as LLI.

Person Responsible

Vonda Daniels

Schedule

Daily, from 11/3/2014 to 6/4/2015

Evidence of Completion

Lesson Plans, Progress Monitoring Data

Action Step 5 5

Ongoing Literacy Training (RRR, LLI, Components of Balanced Literacy etc.)

Person Responsible

Cindy Myers

Schedule

Daily, from 8/12/2014 to 6/5/2015

Evidence of Completion

Sign-in Sheets, professional development materials, learning walks, lesson plans

Action Step 6 5

Professional Development on the Gradual Release Model in Mathematics and Science

Person Responsible

Cory Friess

Schedule

Monthly, from 9/5/2014 to 6/5/2015

Evidence of Completion

Professional development materials, sign-in sheets, learning walks, lesson plans

Action Step 7 5

Rigorous after-school tutorials to support and enrich students' understanding of the FL standards.

Person Responsible

Monique Foushee

Schedule

Weekly, from 12/1/2014 to 3/27/2015

Evidence of Completion

Tutorial Sign-In Sheets, Tutorial Lesson Plans

Action Step 8 5

Rigorous in-school tutorials to support and enrich students' understanding of the FL standards.

Person Responsible

Monique Foushee

Schedule

Daily, from 11/3/2014 to 6/4/2015

Evidence of Completion

Student Data Sheets, Attendance Taken by Tutors

Action Step 9 5

Afterschool Program will provide academic support for their students to reinforce key standards taught during the school day.

Person Responsible

Vonda Daniels

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student Attendance, Activity Log Taken By Director

Action Step 10 5

Students will complete the iStations Online Reading Program to enhance reading proficiency during LTM meetings.

Person Responsible

Vonda Daniels

Schedule

Daily, from 10/21/2014 to 6/4/2015

Evidence of Completion

Reading Reports from iStations Computer System

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Administration and Instructional Leadership will conduct walk-throughs and professional development.

Person Responsible

Vonda Daniels

Schedule

Monthly, from 9/6/2014 to 5/29/2015

Evidence of Completion

Walk-Throughs, PD Agendas, Follow-Up Assignments, Lesson Plans

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Analysis of student work samples and observations by administration to determine effectiveness of structures

Person Responsible

Vonda Daniels

Schedule

Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Student work samples, Observations of students using structures during instruction

G1.B1.S2 Northmore Elementary School will implement effective collaborative planning. 4

S099727

Strategy Rationale

Data shows that LPQ students are moving, however; previous implementation of instruction did not meet the needs of the proficient students resulting in proficient students making little to no growth. To ensure rigorous instruction is provided for all students, teachers will plan and analyze lesson and data together several times a week.

Action Step 1 5

School based leadership team (SBLT) will create schedules that are conducive to providing support to teachers.

Person Responsible

Vonda Daniels

Schedule

Every 6 Weeks, from 8/4/2014 to 6/4/2015

Evidence of Completion

Master Schedule, Fine Arts Schedule, Common Planning/LTM Schedule, Resource Staff Schedule

Action Step 2 5

SBLT will develop content-area instructional frameworks for time-on-task instructional delivery.

Person Responsible

Vonda Daniels

Schedule

On 9/12/2014

Evidence of Completion

Instructional Frameworks for: Reading, Extended Day Reading, iii, Writing, Math, and Science

Action Step 3 5

Identified teacher leaders will receive training on providing support to teachers during collaborative planning using the content-area instructional frameworks to focus on students practicing and deepen new knowledge.

Person Responsible

Monique Foushee

Schedule

Weekly, from 8/13/2014 to 6/4/2015

Evidence of Completion

Leadership Team Meetings, Team Leader Meetings, Calendar of Trainings, Notes, and Agendas, and Collaborative Meetings to Share Knowledge

Action Step 4 5

SBLT will conduct learning walks to determine the teachers' areas of support in the implementation of the instructional frameworks in having students practice and deepen new knowledge.

Person Responsible

Vonda Daniels

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Pupil Progression Data Chat Schedules, Marzano Walkthrough Forms, Checklists and Schedules, School Created Walkthrough Checklists and Schedules, Coaching Observation Forms, Leadership Weekly Focus Calendars.

Action Step 5 5

Academic Coaches will begin the implementation of the coaching continuum based upon teachers' areas of support of the implementation of the instructional frameworks.

Person Responsible

Monique Foushee

Schedule

Weekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Coaching Observation Forms, Self-Reflection Implementation Plan

Action Step 6 5

SBLT will monitor and reassess the ongoing support for the implementation of the instructional frameworks and students practicing and deepening new knowledge.

Person Responsible

Cory Friess

Schedule

Weekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Leadership Team Meeting Agendas, Notes, and Weekly Focus Calendars, Coaches Schedules

Action Step 7 5

Instructional Staff will participate in book studies pertaining to instructional strategies.

Person Responsible

Vonda Daniels

Schedule

Biweekly, from 11/3/2014 to 5/1/2015

Evidence of Completion

Classroom Walk-throughs, Learning Walks, Student Accountable Talk

Action Step 8 5

Provide instructional strategies using the Marzano Learning Map to provide structure for rigorous lessons.

Person Responsible

Cindy Myers

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

LTM's and Common Planning

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Administration and Instructional Leadership will monitor lesson plans to ensure they are following the FL content standards discussed during common planning/LTM meetings.

Person Responsible

Vonda Daniels

Schedule

Weekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Lesson Plans, Scales, Walk-Throughs, LTM Agendas and Notes

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Administration and Instructional Leadership will progress monitor student assessment data to determine student mastery of FL standards.

Person Responsible

Schedule

Biweekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Student Assessments (Reading Running Records, FAIR, Common Assessments, FSA),
Student Work Samples Aligned to Standards

G2. Increase parent involvement and build capacity to form trusting relationships, which support students' academic achievement. **1**

 G037123

G2.B1 Limited parental participation due to lack of trust, empowerment, and understanding of best practices need to achieve academic targets. **2**

 B094718

G2.B1.S1 Provide parents and community stakeholders the opportunity to be empowered in supportive leadership roles, as well as understanding and celebrating academic targets. **4**

 S110719

Strategy Rationale

Empowering parents to support their child's growth and achievements.

Action Step 1 **5**

Organizing and scheduling student recognition assemblies on the master calendar and inviting parents to participate using the multi-lingual High Five Communication Steps.

Person Responsible

Vonda Daniels

Schedule

Quarterly, from 8/28/2014 to 6/4/2015

Evidence of Completion

invitations, sign-in logs, photos, parental surveys

Action Step 2 **5**

Recruit parental and community stakeholders for supportive leadership roles in SAC, PTO, and more through sending home flyers in native languages, phone calls, and communication to parents using student agendas.

Person Responsible

Vonda Daniels

Schedule

Weekly, from 8/12/2014 to 6/5/2015

Evidence of Completion

Agendas, Sign-In Sheets, Recruitment materials

Action Step 3 5

Utilize the Parent Liaison position to develop supportive relationships with parents and community stakeholders by formulating business partnerships, conducting home visits, creating family events, and being visible within school as well as the community.

Person Responsible

Vonda Daniels

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Business Partnerships, Communication Logs, Calendar of Family Events

Action Step 4 5

Utilize the Community Language Facilitators to develop supportive relationships with parents and community stakeholders by attending after school events as well as family events, conducting home visits, translating parent conferences, and communicating with parents while on campus.

Person Responsible

Monique Foushee

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Parent Communication Logs, Event Sign In Sheets

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Parent Liaison and Guidance Counselor will invite community stakeholders to school events that celebrate student success.

Person Responsible

Vonda Daniels

Schedule

Monthly, from 9/3/2014 to 6/4/2015

Evidence of Completion

Invitations to Events, Sign-In Sheets, Phone Calls, Event Program

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Parent Liaison and Guidance Counselor will monitor the increase or decrease of community stakeholders attending school celebratory events.

Person Responsible

Vonda Daniels

Schedule

Monthly, from 9/3/2014 to 6/4/2015

Evidence of Completion

Event Sign-In Sheets, VIPS

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Kagan Trainings	Daniels, Vonda	8/22/2014	Classroom Walkthroughs and Data	one-time
G2.B1.S1.A1	Organizing and scheduling student recognition assemblies on the master calendar and inviting parents to participate using the multi-lingual High Five Communication Steps.	Daniels, Vonda	8/28/2014	invitations, sign-in logs, photos, parental surveys	6/4/2015 quarterly
G1.B1.S2.A1	School based leadership team (SBLT) will create schedules that are conducive to providing support to teachers.	Daniels, Vonda	8/4/2014	Master Schedule, Fine Arts Schedule, Common Planning/LTM Schedule, Resource Staff Schedule	6/4/2015 every-6-weeks
G1.B1.S1.A2	Provide Level Literacy Interventions, RRR, Fountas and Pinnell	Myers, Cindy	8/22/2014	Classroom Walkthroughs and Data, Lesson Plans, LTM Agendas	6/4/2015 daily
G2.B1.S1.A2	Recruit parental and community stakeholders for supportive leadership roles in SAC, PTO, and more through sending home flyers in native languages, phone calls, and communication to parents using student agendas.	Daniels, Vonda	8/12/2014	Agendas, Sign-In Sheets, Recruitment materials	6/5/2015 weekly
G1.B1.S2.A2	SBLT will develop content-area instructional frameworks for time-on-task instructional delivery.	Daniels, Vonda	8/11/2014	Instructional Frameworks for: Reading, Extended Day Reading, iii, Writing, Math, and Science	9/12/2014 one-time
G1.B1.S1.A3	RTI inventions for tier 2 and 3 students	Daniels, Vonda	8/26/2014	RTI Folders and Data Sheets, Progress Monitoring Logs, Pupil Progression Chats	6/4/2015 daily
G2.B1.S1.A3	Utilize the Parent Liaison position to develop supportive relationships with parents and community stakeholders by formulating business partnerships, conducting home visits, creating family events, and being visible within school as well as the community.	Daniels, Vonda	8/18/2014	Business Partnerships, Communication Logs, Calendar of Family Events	6/4/2015 weekly
G1.B1.S2.A3	Identified teacher leaders will receive training on providing support to teachers during collaborative planning using the content-area instructional	Foushee, Monique	8/13/2014	Leadership Team Meetings, Team Leader Meetings, Calendar of Trainings, Notes, and Agendas, and	6/4/2015 weekly

Palm Beach - 0271 - Northmore Elementary School - 2014-15 SIP
Northmore Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	frameworks to focus on students practicing and deepen new knowledge.			Collaborative Meetings to Share Knowledge	
G1.B1.S1.A4	Provide pull out temp tutors to service students that are reading below proficiency levels using research based reading strategies, such as LLI.	Daniels, Vonda	11/3/2014	Lesson Plans, Progress Monitoring Data	6/4/2015 daily
G2.B1.S1.A4	Utilize the Community Language Facilitators to develop supportive relationships with parents and community stakeholders by attending after school events as well as family events, conducting home visits, translating parent conferences, and communicating with parents while on campus.	Foushee, Monique	8/18/2014	Parent Communication Logs, Event Sign In Sheets	6/4/2015 daily
G1.B1.S2.A4	SBLT will conduct learning walks to determine the teachers' areas of support in the implementation of the instructional frameworks in having students practice and deepen new knowledge.	Daniels, Vonda	8/18/2014	Pupil Progression Data Chat Schedules, Marzano Walkthrough Forms, Checklists and Schedules, School Created Walkthrough Checklists and Schedules, Coaching Observation Forms, Leadership Weekly Focus Calendars.	6/4/2015 weekly
G1.B1.S1.A5	Ongoing Literacy Training (RRR, LLI, Components of Balanced Literacy etc.)	Myers, Cindy	8/12/2014	Sign-in Sheets, professional development materials, learning walks, lesson plans	6/5/2015 daily
G1.B1.S2.A5	Academic Coaches will begin the implementation of the coaching continuum based upon teachers' areas of support of the implementation of the instructional frameworks.	Foushee, Monique	8/25/2014	Coaching Observation Forms, Self-Reflection Implementation Plan	6/4/2015 weekly
G1.B1.S1.A6	Professional Development on the Gradual Release Model in Mathematics and Science	Friess, Cory	9/5/2014	Professional development materials, sign-in sheets, learning walks, lesson plans	6/5/2015 monthly
G1.B1.S2.A6	SBLT will monitor and reassess the ongoing support for the implementation of the instructional frameworks and students practicing and deepening new knowledge.	Friess, Cory	8/25/2014	Leadership Team Meeting Agendas, Notes, and Weekly Focus Calendars, Coaches Schedules	6/4/2015 weekly
G1.B1.S2.A7	Instructional Staff will participate in book studies pertaining to instructional strategies.	Daniels, Vonda	11/3/2014	Classroom Walk-throughs, Learning Walks, Student Accountable Talk	5/1/2015 biweekly
G1.B1.S1.A7	Rigorous after-school tutorials to support and enrich students' understanding of the FL standards.	Foushee, Monique	12/1/2014	Tutorial Sign-In Sheets, Tutorial Lesson Plans	3/27/2015 weekly
G1.B1.S2.A8	Provide instructional strategies using the Marzano Learning Map to provide structure for rigorous lessons.	Myers, Cindy	8/25/2014	LTM's and Common Planning	5/29/2015 weekly
G1.B1.S1.A8	Rigorous in-school tutorials to support and enrich students' understanding of the FL standards.	Foushee, Monique	11/3/2014	Student Data Sheets, Attendance Taken by Tutors	6/4/2015 daily
G1.B1.S1.A9	Afterschool Program will provide academic support for their students to reinforce key standards taught during the school day.	Daniels, Vonda	8/18/2014	Student Attendance, Activity Log Taken By Director	6/4/2015 daily
G1.B1.S1.A10	Students will complete the iStations Online Reading Program to enhance reading proficiency during LTM meetings.	Daniels, Vonda	10/21/2014	Reading Reports from iStations Computer System	6/4/2015 daily
G1.MA1	Daily student interaction with new knowledge	Daniels, Vonda	8/19/2014	Walk-throughs, Learning Walks, Best Practice Share-Out at Learning Team Meetings, Marzano Evaluation system,	6/4/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				Common Assessments, Diagnostics, Running Reading Records,	
G1.B1.S1.MA1	Analysis of student work samples and observations by administration to determine effectiveness of structures	Daniels, Vonda	9/8/2014	Student work samples, Observations of students using structures during instruction	5/29/2015 monthly
G1.B1.S1.MA1	Administration and Instructional Leadership will conduct walk-throughs and professional development.	Daniels, Vonda	9/6/2014	Walk-Throughs, PD Agendas, Follow-Up Assignments, Lesson Plans	5/29/2015 monthly
G1.B1.S2.MA1	Administration and Instructional Leadership will progress monitor student assessment data to determine student mastery of FL standards.		9/1/2014	Student Assessments (Reading Running Records, FAIR, Common Assessments, FSA), Student Work Samples Aligned to Standards	5/29/2015 biweekly
G1.B1.S2.MA1	Administration and Instructional Leadership will monitor lesson plans to ensure they are following the FL content standards discussed during common planning/LTM meetings.	Daniels, Vonda	9/2/2014	Lesson Plans, Scales, Walk-Throughs, LTM Agendas and Notes	5/29/2015 weekly
G2.MA1	Classroom teachers, Guidance Counselor, Parent Liaison and the Administration will work together to create parental involvement opportunities and monitor increases/decreases in student attendance.		8/25/2014	Sign in Sheets Meeting Notes Attendance Data Parent Surveys	6/4/2015 monthly
G2.B1.S1.MA1	Parent Liaison and Guidance Counselor will monitor the increase or decrease of community stakeholders attending school celebratory events.	Daniels, Vonda	9/3/2014	Event Sign-In Sheets, VIPS	6/4/2015 monthly
G2.B1.S1.MA1	Parent Liaison and Guidance Counselor will invite community stakeholders to school events that celebrate student success.	Daniels, Vonda	9/3/2014	Invitations to Events, Sign-In Sheets, Phone Calls, Event Program	6/4/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Teachers will collaboratively develop instructional strategies that increase student achievement in all content areas (reading, writing, math, science).

G1.B1 Lack of the fidelity of implementation of research-based (best) instructional strategies that yield high performing student achievement and foster student engagement.

G1.B1.S1 Instructional staff will apply the most effective research – based practices to increase student achievement.

PD Opportunity 1

Kagan Trainings

Facilitator

Kagan Trainers

Participants

Northmore Instructional Staff

Schedule

PD Opportunity 2

Provide Level Literacy Interventions, RRR, Fountas and Pinnell

Facilitator

District/Area Instructional Support Staff

Participants

Reading Teachers

Schedule

Daily, from 8/22/2014 to 6/4/2015

PD Opportunity 3

RTI inventions for tier 2 and 3 students

Facilitator

Anne Plisco

Participants

Instructional Staff

Schedule

Daily, from 8/26/2014 to 6/4/2015

PD Opportunity 4

Ongoing Literacy Training (RRR, LLI, Components of Balanced Literacy etc.)

Facilitator

Audrey Lang and District/Area Support

Participants

Reading Teachers

Schedule

Daily, from 8/12/2014 to 6/5/2015

PD Opportunity 5

Professional Development on the Gradual Release Model in Mathematics and Science

Facilitator

Cory Friess and Math Coach (vacant)

Participants

Math and Science Teachers

Schedule

Monthly, from 9/5/2014 to 6/5/2015

G1.B1.S2 Northmore Elementary School will implement effective collaborative planning.

PD Opportunity 1

SBLT will develop content-area instructional frameworks for time-on-task instructional delivery.

Facilitator

Instructional Coaches and Area Support Staff

Participants

All Instructional Staff

Schedule

On 9/12/2014

PD Opportunity 2

Identified teacher leaders will receive training on providing support to teachers during collaborative planning using the content-area instructional frameworks to focus on students practicing and deepen new knowledge.

Facilitator

Vonda Daniels and Monique Foushee

Participants

Instructional Leadership Team and Grade Level Team Leaders

Schedule

Weekly, from 8/13/2014 to 6/4/2015

PD Opportunity 3

Instructional Staff will participate in book studies pertaining to instructional strategies.

Facilitator

Cindy Myers

Participants

Fine Arts Teachers & Resource Staff

Schedule

Biweekly, from 11/3/2014 to 5/1/2015

PD Opportunity 4

Provide instructional strategies using the Marzano Learning Map to provide structure for rigorous lessons.

Facilitator

Cindy Myers

Participants

All Instructional Staff

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Goal 1: Teachers will collaboratively develop instructional strategies that increase student achievement in all content areas (reading, writing, math, science).	139,813
Goal 2: Increase parent involvement and build capacity to form trusting relationships, which support students' academic achievement.	33,814
Grand Total	173,627

Goal 1: Teachers will collaboratively develop instructional strategies that increase student achievement in all content areas (reading, writing, math, science).

Description	Source	Total
B1.S1.A1 - Registration for Kagan 3 people	Title I Part A	570
B1.S1.A3 - .5 salary for classroom resource teacher Anne Plisco	Title I Part A	32,939
B1.S1.A4 - Temp tutors	Title I Part A	30,000
B1.S1.A5 - Literacy Trainings	Title I Part A	2,500
B1.S1.A7 - Afterschool Tutorial	Title I Part A	4,675
B1.S2.A3 - PD Supplies (post-its, chart paper, markers, pens, ink, binders, and copy paper)	Title I Part A	750
B1.S2.A5 - Math Coach Salary and Benefits	Title I Part A	65,879
B1.S2.A5 - PD Supplies (pens, ink, toner, resource books, chart paper, training materials, journals)	Title I Part A	2,000
B1.S2.A7 - high interest novels and student book bags (hanging)	Title I Part A	500
Total Goal 1		139,813

Goal 2: Increase parent involvement and build capacity to form trusting relationships, which support students' academic achievement.

Description	Source	Total
B1.S1.A3 - Parent Resource	Title I Part A	31,314
B1.S1.A3 - Parent Involvement Supplies, Postage, and Freight	Title I Part A	2,500
Total Goal 2		33,814