

Northport K 8 School



2014-15 School Improvement Plan

Northport K 8 School

250 NW FLORESTA DR, Port St Lucie, FL 34983

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

School Demographics

School Type

Combination

Title I

Yes

Free/Reduced Price Lunch

78%

Alternative/ESE Center

No

Charter School

No

Minority

58%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

C

D

C

B

School Board Approval

This plan is pending approval by the St. Lucie 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>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I 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
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Environment

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

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At Northport K-8 School, students learn about students' cultures and builds relationships through several programs that are implemented during Response to Intervention (grades K-5) and during homeroom (grades 6-8). These programs are:

- Second Step
- Defenders
- Anti-Virus
- Go Leaps
- Kagan

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

Northport K-8 School follows a set of guideline referred to as our SAIL Expectations. The SAIL Expectations include:

- Safety First
- Act Responsibly
- I Show Respect
- Listen Well

These expectations are taught all year long and students are held accountable for adhering to these expectations.

Additionally, Northport K-8 School follows a stringent Safety Plan and our Safety Team meets once a month to determine causes of concern and solutions to those concerns.

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

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

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

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- Behavior Analyst
- ESE Chairs
- Teacher Representative
- Speech and Language Pathologist

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

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 Northport K-8, we utilize the Skyward based early warning system. The list of early warning indicators used for Northport K-8 includes the following:

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
- Retained in one grade or more

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	6	7	8	
Attendance below 90 percent	3	13	6	10	7	7	17	23	28	114
One or more suspensions	6	4	13	4	5	10	20	44	35	141
Course failure in ELA or Math	0	0	0	0	0	0	0	9	24	33
Level 1 on statewide assessment	0	0	0	9	24	24	61	60	55	233
Retained in one grade or more	0	0	0	9	12	10	15	17	26	89
	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level							Total
	1	3	4	5	6	7	8	
Students exhibiting two or more indicators	1	8	4	3	13	11	33	73

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

The principal and assistant principals will serve as the leaders of the MTSS Leadership Team. The assistant principal's role is to facilitate the meetings while keeping the schools vision and mission in the forefront. She will communicate to and evaluate all stakeholders' roles on the team. The focus must be on student achievement.

The Literacy and Math Coaches will provide support in improving areas of weakness in reading and math by monitoring the students who are not proficient and providing strategies to teachers, administration and parents to decrease the percentage of non-proficient readers in all subjects and low- achieving math students.

The ESE Department Chairs will collaborate with teachers for the collection and interpretation of data that will drive instruction for Tier 3 Students. The ESE teachers will provide strategies to colleagues and feedback to the team as it relates to Exceptional Student Education. The ESOL teachers will provide strategies to colleagues and feedback to the team as it relates to English Speakers of Other Language Students. This teacher will collect data to provide evidence for data-based instructional planning for these students.

The general education teachers will participate in data collection for Tier 1 Students and collaborates with other staff (Problem Solving Teams*) to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

The guidance counselors, school psychologist and behavior analyst will provide data to support the

emotional, psychological and behavioral components of monitoring the students we educate. The MTSS core team chairs will use data to assist and determine professional development that the faculty and staff will need.

*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

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.

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/177323>.

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

We work together with our PTO, business partner coordinator, teachers & staff and administration to go into the community to build relationships with Northport K - 8.

One example of how we start the partnerships is as follows: our PTO president approaches businesses and community partners and works with them to develop a plan of action that benefits the Northport community at the same time working to cultivate a mutual partnership with the community/business

partner.

Some of the activities that we plan together with businesses/community partnerships are:

On Campus Activities

Parent Nights/Luncheons/On-site support & partnerships/

Off Site Activities

Moe's/Sam's Club/Chuck-e Cheese/Stevie Bs/Big Apple

Some of the student and teacher benefits are:

PBIS Items/ Honor Roll, Perfect Attendance, Student of the Month & Field Day Awards/ luncheon(s)/ breakfasts/ Christmas Shop items/ American Flags/

We have received multiple recognitions for our partnerships with Veteran groups. We have over 20 Veterans that come into Northport and work with our children to educate them with first hand accounts of historical events including multiple wars and 9-11. The Veterans also have a major role in our yearly 8th Grade Graduation including giving out an American Flag (donated by community partners) to every graduating 8th Grader last year.

We also have several other partnerships that have been developed by various teachers and school members with community members/business including:

Relay for Life

Boyz to Men

Boys and Girls Club

Indian River State College (laser and STEaM Activities and educational field trips)

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
Bailey, Josie	Instructional Coach
Rustay, Glenn	Principal
Monroe, Lorie	Assistant Principal
Wigginton, Brooke	Assistant Principal
Mock, Deb	Instructional Coach
Cash, Lisa	Instructional Coach
Lankow, Diana	Instructional Coach
Yacovino, Sherri	Other
Reynolds, Diane	Guidance Counselor
Persick, Christine	Guidance Counselor

Duties

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

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)

Literacy Specialist - Deb Mock (Literacy Coach)
Math Specialist - Josie Bailey (Math Coach)
Instructional Coach - Lisa Cash
Instructional Coach - Diana Lankow
ESE Specialist - Sherri Yacovino
ESE Specialist - Deirdre Green
Elementary Guidance Counselor - Diane Reynolds
Middle School Guidance Counselor - Christine Persick

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

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

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

Reading: 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

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

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

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Glenn H. Rustay	Principal

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 SAC was involved in all aspects of last year's SIP. We had a SAC member as part of the writing team for the SIP and the SIP was presented in final form and voted upon and approved at the October SAC meeting. Parts of the SIP were presented monthly at the SAC meeting and SAC members were able to question coaches and administration on the areas being presented. Data was also presented to the SAC for SIP progress monitoring.

Development of this school improvement plan

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. In September the SAC was presented with the SIP goals and details were provided to the members regarding the parts of the SIP including the parent involvement plan (PIP). According to the by-laws we could not vote on membership until the October meeting. SAC membership will be confirmed at the October meeting and the members of the SAC will vote for final approval of the SIP.

Preparation of the school's annual budget and plan

This is the first year that the SAC will have a specific School Improvement budget. The SAC will determine exactly how that approximately \$6,000 will be spent. The Title I budget is part of the SIP and is also presented to the SAC as such. The overall majority of our Title I budget this year is going towards the salaries and benefits for three coaches and a teacher.

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

N/A

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
Monroe, Lorie	Assistant Principal
Mock, Deb	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team will meet on a monthly basis to recommend literacy activities for Northport K-8. The team will work in conjunction with the MTSS team and recommend strategies to increase our student achievement. This team will assist in the promotion of literacy initiatives.

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

Two periods of collaborative planning for each week was planned, implemented and developed by administration and the Instructional Leadership Team. Working with the DA team last year and our district's instructional partners, we have planned and implemented the action steps to ensure that collaborative planning is implemented with fidelity, both during the two meetings per week and quarterly whole day collaborative planning sessions.

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

- Regularly scheduled meetings of new teachers with the literacy, math and instructional coaches for curriculum support in core subjects
- Monthly meetings with administration
- Partner new teachers with veteran teachers.
- Principal and assistant principals will provide curriculum and classroom support

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

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

Aligning core instructional program materials to the Florida Standards ensures that Northport K-8 students are being taught and assessed on what they are expected to learn and know. The alignment process allows us to think critically about curriculum, instruction and assessments as we work to ensure that students meet the rigorous new Florida Standards in Mathematics and English/Language Arts. Through school-based collaborative planning, core instructional programs are analyzed for use with the Florida Standards. These programs include, but are not limited to, GoMath, Journeys, Earobics, Wilson Foundations, Write From the Beginning, Write for the Future, Read 180, Language Live!, Bridges to Literature, Thinking Maps, and other District-adopted programs.

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

Our school will use the following assessments in order to provide differentiated instruction in the classroom.

In K-2, we will be using EasyCBM and Journeys data. For our 3-8 we will be utilizing Classworks, EasyCBM, and SLC Comprehensives.

Teachers will be collaboratively planning two days a week in order to modify/supplement the students that are having difficulty attaining the proficient or advanced level on state assessments.

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: After School Program

Minutes added to school year: 4,500

After School Core Math / Reading Program/ STEM (Challenge Camp)

Minutes added to school year: 2 sessions per week

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 after school through a tutoring camp. This camp will be called Challenge Camp.

Strategy Rationale

Data shows need extra time and support to master the standards that are being taught during the school day based on St. Lucie County Instructional Focus Calendar.

We will be able to increase their academic understanding through out Challenge Camp.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Lankow, Diana, diana.lankow@stlucieschools.org

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

Pre/post assessment (Universal Screeners) and check- in with student's classroom teacher

Strategy: Extended School Day

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 Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

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

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

- coordinating the professional development activities of preschool and kindergarten teachers in order to align pre-kindergarten and kindergarten curricula and goals
- align preschool State standards and Florida Standards
- arranging for kindergarten and preschool teachers to visit each other's classrooms
- having preschool teachers provide the future kindergarten teacher with children's portfolios or a

- written record of their learning during preschool
- including preschool in the MTSS school-wide plan
 - providing ELL support
 - providing academic and behavioral support

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

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

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.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** During the 2014-2015 school year all teachers will actively participate in collaborative planning and implement the lessons with fidelity as measured by the St. Lucie County collaborative planning rubric.
- G2.** During the 2014-2015 school year all teachers will receive Professional Development to continue Standards-Based Instruction, to incorporate the SLC Framework, Response to Literature, and Higher Order Thinking Questions/Depths of Knowledge into lesson plans and into SBI, and to progress monitor with fidelity.

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. During the 2014-2015 school year all teachers will actively participate in collaborative planning and implement the lessons with fidelity as measured by the St. Lucie County collaborative planning rubric. 1a

G039004

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	62.0
AMO Reading - All Students	68.0
FCAT 2.0 Science Proficiency	49.0
ELA/Reading Lowest 25% Gains	74.0
Math Lowest 25% Gains	73.0

Resources Available to Support the Goal 2

- District instructional coach team
- Administration, Literacy Coach, Math Coach and Instructional Coaches
- MTSS Team
- Tier II& III Teacher ESOL Para-professional

Targeted Barriers to Achieving the Goal 3

- 1) Time for collaborative planning
- 3) Standard method of implementation and measurement for a collaborative planning protocol including materials and resources

Plan to Monitor Progress Toward G1. 8

Comprehensive assessments, Easycbm assessments, Journeys Benchmark Assessments.

Person Responsible

Glenn Rustay


Schedule

On 5/29/2015

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 Florida Standards along with Next Generation State Standards. Classroom Walk-throughs.

G2. During the 2014-2015 school year all teachers will receive Professional Development to continue Standards-Based Instruction, to incorporate the SLC Framework, Response to Literature, and Higher Order Thinking Questions/Depths of Knowledge into lesson plans and into SBI, and to progress monitor with fidelity. **1a**

 G039005

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	68.0
AMO Math - All Students	62.0
FCAT 2.0 Science Proficiency	49.0
Math Lowest 25% Gains	73.0
ELA/Reading Lowest 25% Gains	74.0

Resources Available to Support the Goal **2**

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

Targeted Barriers to Achieving the Goal **3**

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

Plan to Monitor Progress Toward G2. **8**

Comprehensive Assessment, EasyCBM assessments, Classworks assessments, and Journeys assessments

Person Responsible

Glenn Rustay

Schedule

On 5/29/2015

Evidence of Completion

Evidence will be collected through the Collaborative Action Plan Tool, lesson plans, formal and informal observations, and classroom walk-throughs.

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. During the 2014-2015 school year all teachers will actively participate in collaborative planning and implement the lessons with fidelity as measured by the St. Lucie County collaborative planning rubric. **1**

 G039004

G1.B1 1) Time for collaborative planning **2**

 B093827

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 the Florida Standards. **4**

 S104864

Strategy Rationale

This training will help all team members understand how to unwrap Florida Standards when collaboratively planning.

Action Step 1 **5**

Plan and implement professional development for Florida Standards in grades 3-8 in ELA, and Math through collaborative planning.

Person Responsible

Glenn Rustay

Schedule

Weekly, from 8/1/2014 to 5/29/2015

Evidence of Completion

Professional development Sign in logs, Collaborative Planning Action Plan

Action Step 2 5

Selected teachers will attend trainings/conferences to enhance knowledge of the Florida Standards.

Person Responsible

Lorie Monroe

Schedule

On 5/29/2015

Evidence of Completion

The selected teachers will provide copies of the agenda/professional develop materials to which they attended. The selected teachers will transfer their knowledge back to Northport K-8 teachers/staff through school-based professional development opportunities.

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

Planning and implementation of professional development

Person Responsible

Glenn Rustay

Schedule

Biweekly, from 8/1/2014 to 5/29/2015

Evidence of Completion

Professional development sign in logs

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

Collection of lesson plans, classroom walk-throughs, collection of Collaborative Action Plan,

Person Responsible

Glenn Rustay

Schedule

Weekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Evidence will be collected by: classroom walk-throughs to collect data on evidence of collaborative planning determined by administration and coaches; monitoring of CBC Boards; and collection and monitoring of Collaborative Action Plans by grade or department groups.

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

Evaluation Tool for professional development

Person Responsible

Brooke Wigginton


Schedule

Monthly, from 8/1/2014 to 5/22/2015

Evidence of Completion

Lesson plans showing evidence of Florida State Standards and Next Generation State Standards

G1.B1.S2 Selected teachers will receive training in Thinking Maps, Writing, Wilson Foundations, Language Live!, and Think Through Math. 4

 S104865

Strategy Rationale

These curriculum tools may be referenced in collaborative planning and will help team members identify additional strategies that can be used in the classroom with fidelity.

Action Step 1 5

Selected teachers will be trained on specific programs or strategies that will be used during the 2014-2015 school year.

Person Responsible

Glenn Rustay

Schedule

On 5/29/2015

Evidence of Completion

Sign in logs, CP agenda, completed CP action plans

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

Collection of professional development agendas, attendance logs, classroom walkthroughs citing use of strategy and lesson plans citing use of strategy will show evidence of training and implementation.

Person Responsible

Brooke Wigginton

Schedule

Weekly, from 8/1/2014 to 5/29/2015

Evidence of Completion

Professional development agendas and attendance logs, classroom walk-throughs citing use of strategy/program, lesson plans citing use of strategy/program

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

Evaluation tool for professional development

Person Responsible

Brooke Wigginton


Schedule

On 5/29/2015

Evidence of Completion

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

G1.B1.S3 The administration team and coaches will provide professional development for the staff on the use of the Collaborative Planning Tool. 4

 S115008

Strategy Rationale

The use of the Collaborative Planning Tool will ensure all grades and departments will plan consistently using the same criteria.

Action Step 1 5

A collaborative planning schedule will be established ensuring all teachers time to plan with colleagues.

Person Responsible

Glenn Rustay

Schedule

On 5/29/2015

Evidence of Completion

A Collaborative Planning Tool will used to monitor fidelity of collaborative planning

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Administration and/or Coaches will attend one meeting per week to support selected grade groups or departments. Additionally, the Collaborative Action Planning Tool will be collected weekly to ensure all teachers are participating in collaborative planning.

Person Responsible

Lorie Monroe

Schedule

Weekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

A Collaborative Action Plan for each grade group/department will be collected on a weekly basis to ensure fidelity of collaborative planning.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Administration and coaches will monitor and support grade groups and departments with collaborative planning implementation.

Person Responsible

Glenn Rustay


Schedule

On 5/29/2015


Evidence of Completion

The Collaborative Planning Rubric and Collaborative Action Plan will be collected and monitored for effective implementation.

G1.B3 3) Standard method of implementation and measurement for a collaborative planning protocol including materials and resources 2

 B093829

G1.B3.S1 Training for administration and coaches to determine a common expectation and protocol for the implementation of the collaborative planning process. 4

 S104871

Strategy Rationale

When we were discussing the common planning and what it would look like, we determined we had several different ideas/viewpoints.

Action Step 1 5

Train the trainer training by instructional partners for all administration and coaches.

Person Responsible

Glenn Rustay

Schedule

Weekly, from 8/4/2014 to 8/29/2014

Evidence of Completion

Completion of the training and an action plan on how we were going to train the teachers.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Monitor the software reports for utilization of software

Person Responsible

Schedule

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Progress Monitoring Scores & Reports

Person Responsible

Schedule

Evidence of Completion


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

G2. During the 2014-2015 school year all teachers will receive Professional Development to continue Standards-Based Instruction, to incorporate the SLC Framework, Response to Literature, and Higher Order Thinking Questions/Depths of Knowledge into lesson plans and into SBI, and to progress monitor with fidelity.

1

 G039005

G2.B1 Professional Development/Training/Materials 2

 B093830

G2.B1.S1 Plan and implement on-going professional development for teachers in identified areas including follow-up and materials. 4

 S104872

Strategy Rationale

On-going professional development will ensure continued improvement in areas identified as evidenced by classroom walk-through checklists and by administration observations.

Action Step 1 5

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

Person Responsible

Glenn Rustay

Schedule

Weekly, from 8/15/2014 to 1/30/2015

Evidence of Completion

Sign-in Sheets, Agendas, PowerPoints

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

Administration and coaches will monitor collaborative planning, common board configurations, lesson plans, and assessment data.

Person Responsible

Glenn Rustay

Schedule

Weekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Lesson plans, walk-throughs, informal and formal observations

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

Professional Development Evaluation Tool

Person Responsible

Brooke Wigginton


Schedule

On 3/20/2015

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, instructional coaches and administration to discuss implementation, evidence/observations, and what professional development/training is necessary for teachers to implement with fidelity. 4

 S104873

Strategy Rationale

Through scheduled weekly meetings, teachers will discuss what professional development is needed to ensure fidelity of standards based instruction, SLC framework, higher order thinking questions/depths of knowledge, common board configuration and progress monitoring.

Action Step 1 5

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

Person Responsible

Glenn Rustay

Schedule

On 5/29/2015

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 Florida Standards (ELA and Math) and Next Generation Sunshine State Standards Classroom walk-throughs

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Professional development and follow-through throughout the year

Person Responsible

Glenn Rustay

Schedule

On 5/29/2015

Evidence of Completion

Lesson plan completion with evidence of Florida Standards (ELA and Math) along with Next Generation State Standards Classroom walk-throughs

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Professional development and follow-through throughout the year

Person Responsible

Glenn Rustay


Schedule

On 5/29/2015


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 Florida Standards (ELA and Math) and Next Generation Sunshine State Standards Classroom walkthroughs

G2.B2 Time for professional development and implementation 2

 B093831

G2.B2.S1 Organize collaborative planning days for grade groups/subject areas. 4

 S104874

Strategy Rationale

Collaborative planning days allow teachers to analyze data and plan ahead for multiple weeks, as well as gather materials for lessons planned.

Action Step 1 5

Designate collaborative planning days for each grade group/subject area.

Person Responsible

Lorie Monroe

Schedule

On 4/30/2015

Evidence of Completion

Lesson plans with evidence of standards-based instruction aligned to Instructional Focus Calendars.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Monitor the planning, common board configurations, lesson plans

Person Responsible

Glenn Rustay

Schedule

On 4/30/2015

Evidence of Completion

Lesson plans, walk-throughs, informal and formal observations

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Selected coaches will monitor and support collaborative planning days

Person Responsible

Deb Mock


Schedule

On 4/30/2015

Evidence of Completion

Lesson plans, CBC boards, and classroom walk-throughs will be used as evidence for planning days.

G2.B3 Space/Methods for Progress Monitoring 2

 B093832

G2.B3.S1 Incorporate a "Data" room to utilize throughout the year to progress monitor students academic growth. Use baseline data and the "Ante Up" activity with all grade levels 3 - 8 to identify students' baseline and subsequent growth through district assessments (EasyCBM Reading and Math and Comprehensive Reading and Math). Grade levels/teams will work together to progress monitor and identify students' growth. 4

 S104876

Strategy Rationale

Teachers will track students' growth by establishing the baseline data for each student and then using fall, winter, and spring assessments to monitor for academic growth in ELA and Math. Teachers will see first hand their own students' academic growth (or lack thereof) and make informed instructional decisions on how to proceed.

Action Step 1 5

Create/set up a Data room

Person Responsible

Lisa Cash

Schedule

On 9/30/2014

Evidence of Completion

Completed Data Room showing all students data with highlighted targeted students

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Monitor the completion of the "ante up" activity following progress monitoring.

Person Responsible

Lisa Cash

Schedule

On 5/29/2015

Evidence of Completion

Completed Data Walls and completed "ante up" activity forms.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

The moving of students towards proficiency and above


Person Responsible

Schedule

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 (three - Easycbm and two - Comprehensives). 4

 S104878

Strategy Rationale

Teachers will incorporate differentiated strategies within their standards based instruction to ensure students are making progress within their content areas based on the results of the progress monitoring assessments.

Action Step 1 5

- o CBT – PARLAP – Administrators and coaches will present the PARLAP to individual teams (Have you PARLAPed today?)
- o Mock – Manatees
- o Bailey – Northstars
- o Monroe – Mariners
- o Wigginton – Fifth & Sharks
- o Rustay – Stingrays
- o PARLAPed – Presented to Faculty & Staff during Faculty/Staff Meeting, Data Chat & Instructional Leadership Team

Person Responsible

Schedule

Evidence of Completion

Making posters, calendars and handouts

Action Step 2 5

- Identify the “Power Standards” for each grade level and give them to the teachers (March 18th) & compare to the focus calendar (Instructional Partners - IPs & Monroe)

Person Responsible

Schedule

Evidence of Completion

IFC created from the Power Standards Handouts to each grade level stating power standards and focus of instruction for the following three weeks

Action Step 3 5

Create an Action Plan for Coaches and Administration to complete before Florida Assessment/FCAT.

Person Responsible

Glenn Rustay

Schedule

Evidence of Completion

Action Plan Northport K – 8 CBT • CBT – PARLAP – Administrators and coaches will present the PARLAP to individual teams (Have you PARLAPed today?) o Mock – Manatees o Bailey – Northstars o Monroe – Mariners o Lankow – Fifth o Cash - Sharks o Rustay – Stingrays o PARLAPed – Present to Faculty & Staff at Faculty/Staff Meeting, Data Chat & Instructional Leadership Team • Labs will be monitored by Coaches Algebra • Scheduling Changes • Mr. Rustay presenting to the Algebra classes (Rustay) • Teachers creating assignments in Algebra Nation (Bailey) • Discussion regarding which students will continue and which will be removed

Plan to Monitor Fidelity of Implementation of G2.B3.S3 6

Weekly Meetings to Determine progress of Action Plan

Person Responsible

Glenn Rustay

Schedule

Evidence of Completion

Checking Action Plan Items and Marking those Completed

Plan to Monitor Effectiveness of Implementation of G2.B3.S3 7

If effective all the items should be affecting instruction

Person Responsible

Glenn Rustay

Schedule

On 6/3/2015

Evidence of Completion

Classroom Walkthroughs show evidence of strategies being utilized

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	Plan and implement professional development for Florida Standards in grades 3-8 in ELA, and Math through collaborative planning.	Rustay, Glenn	8/1/2014	Professional development Sign in logs, Collaborative Planning Action Plan	5/29/2015 weekly
G1.B1.S2.A1	Selected teachers will be trained on specific programs or strategies that will be used during the 2014-2015 school year.	Rustay, Glenn	8/18/2014	Sign in logs, CP agenda, completed CP action plans	5/29/2015 one-time
G1.B3.S1.A1	Train the trainer training by instructional partners for all administration and coaches.	Rustay, Glenn	8/4/2014	Completion of the training and an action plan on how we were going to train the teachers.	8/29/2014 weekly
G2.B1.S1.A1	Identify the necessary professional development/training required for teachers to implement the strategies.	Rustay, Glenn	8/15/2014	Sign-in Sheets, Agendas, PowerPoints	1/30/2015 weekly
G2.B1.S2.A1	Plan and implement professional development for identified needs of teachers and staff as identified by instructional review and data meetings	Rustay, Glenn	9/4/2014	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 Florida Standards (ELA and Math) and Next Generation Sunshine State Standards Classroom walk-throughs	5/29/2015 one-time
G2.B2.S1.A1	Designate collaborative planning days for each grade group/subject area.	Monroe, Lorie	9/15/2014	Lesson plans with evidence of standards-based instruction aligned to Instructional Focus Calendars.	4/30/2015 one-time
G2.B3.S1.A1	Create/set up a Data room	Cash, Lisa	8/25/2014	Completed Data Room showing all students data with highlighted targeted students	9/30/2014 one-time
G2.B3.S3.A1	o CBT – PARLAP – Administrators and coaches will present the PARLAP to individual teams (Have you PARLAPed today?) o Mock – Manatees o Bailey – Northstars o Monroe – Mariners o Wigginton – Fifth & Sharks o Rustay – Stingrays o PARLAPed – Presented to		Making posters, calendars and handouts	one-time	

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Northport K 8 School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Faculty & Staff during Faculty/Staff Meeting, Data Chat & Instructional Leadership Team				
G1.B1.S3.A1	A collaborative planning schedule will be established ensuring all teachers time to plan with colleagues.	Rustay, Glenn	9/15/2014	A Collaborative Planning Tool will used to monitor fidelity of collaborative planning	5/29/2015 one-time
G2.B3.S3.A2	<ul style="list-style-type: none"> Identify the "Power Standards" for each grade level and give them to the teachers (March 18th) & compare to the focus calendar (Instructional Partners - IPs & Monroe) 		IFC created from the Power Standards Handouts to each grade level stating power standards and focus of instruction for the following three weeks	one-time	
G1.B1.S1.A2	Selected teachers will attend trainings/conferences to enhance knowledge of the Florida Standards.	Monroe, Lorie	8/25/2014	The selected teachers will provide copies of the agenda/professional develop materials to which they attended. The selected teachers will transfer their knowledge back to Northport K-8 teachers/staff through school-based professional development opportunities.	5/29/2015 one-time
G2.B3.S3.A3	Create an Action Plan for Coaches and Administration to complete before Florida Assessment/FCAT.	Rustay, Glenn	2/2/2015	Action Plan Northport K – 8 CBT • CBT – PARLAP – Administrators and coaches will present the PARLAP to individual teams (Have you PARLAPed today?) o Mock – Manatees o Bailey – Northstars o Monroe – Mariners o Lankow – Fifth o Cash - Sharks o Rustay – Stingrays o PARLAPed – Present to Faculty & Staff at Faculty/ Staff Meeting, Data Chat & Instructional Leadership Team • Labs will be monitored by Coaches Algebra • Scheduling Changes • Mr. Rustay presenting to the Algebra classes (Rustay) • Teachers creating assignments in Algebra Nation (Bailey) • Discussion regarding which students will continue and which will be removed	one-time
G1.MA1	Comprehensive assessments, Easycbm assessments, Journeys Benchmark Assessments.	Rustay, Glenn	9/4/2014	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 Florida Standards along with Next Generation State Standards. Classroom Walk-throughs.	5/29/2015 one-time
G1.B1.S1.MA1	Evaluation Tool for professional development	Wigginton, Brooke	8/1/2014	Lesson plans showing evidence of Florida State Standards and Next Generation State Standards	5/22/2015 monthly
G1.B1.S1.MA1	Planning and implementation of professional development	Rustay, Glenn	8/1/2014	Professional development sign in logs	5/29/2015 biweekly
G1.B1.S1.MA3	Collection of lesson plans, classroom walk-throughs, collection of Collaborative Action Plan,	Rustay, Glenn	9/15/2014	Evidence will be collected by: classroom walk-throughs to collect data on evidence of collaborative planning determined by administration and	5/29/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				coaches; monitoring of CBC Boards; and collection and monitoring of Collaborative Action Plans by grade or department groups.	
G1.B3.S1.MA1	Progress Monitoring Scores & Reports		Students utilize the purchased software on a weekly basis as evidenced through reports	once	
G1.B3.S1.MA1	Monitor the software reports for utilization of software		Students utilize the purchased software on a weekly basis as evidenced through reports	once	
G1.B1.S2.MA1	Evaluation tool for professional development	Wigginton, Brooke	8/1/2014	Classroom walkthroughs citing use of strategies and lesson plans citing the use of strategies	5/29/2015 one-time
G1.B1.S2.MA1	Collection of professional development agendas, attendance logs, classroom walkthroughs citing use of strategy and lesson plans citing use of strategy will show evidence of training and implementation.	Wigginton, Brooke	8/1/2014	Professional development agendas and attendance logs, classroom walk-throughs citing use of strategy/program, lesson plans citing use of strategy/program	5/29/2015 weekly
G1.B1.S3.MA1	Administration and coaches will monitor and support grade groups and departments with collaborative planning implementation.	Rustay, Glenn	9/15/2014	The Collaborative Planning Rubric and Collaborative Action Plan will be collected and monitored for effective implementation.	5/29/2015 one-time
G1.B1.S3.MA1	Administration and/or Coaches will attend one meeting per week to support selected grade groups or departments. Additionally, the Collaborative Action Planning Tool will be collected weekly to ensure all teachers are participating in collaborative planning.	Monroe, Lorie	9/15/2014	A Collaborative Action Plan for each grade group/department will be collected on a weekly basis to ensure fidelity of collaborative planning.	5/29/2015 weekly
G2.MA1	Comprehensive Assessment, EasyCBM assessments, Classworks assessments, and Journeys assessments	Rustay, Glenn	9/4/2014	Evidence will be collected through the Collaborative Action Plan Tool, lesson plans, formal and informal observations, and classroom walk-throughs.	5/29/2015 one-time
G2.B1.S1.MA1	Professional Development Evaluation Tool	Wigginton, Brooke	8/1/2014	Classroom walkthroughs, lesson plans, informal and formal evaluations	3/20/2015 one-time
G2.B1.S1.MA1	Administration and coaches will monitor collaborative planning, common board configurations, lesson plans, and assessment data.	Rustay, Glenn	9/15/2014	Lesson plans, walk-throughs, informal and formal observations	5/29/2015 weekly
G2.B2.S1.MA1	Selected coaches will monitor and support collaborative planning days	Mock, Deb	9/15/2014	Lesson plans, CBC boards, and classroom walk-throughs will be used as evidence for planning days.	4/30/2015 one-time
G2.B2.S1.MA1	Monitor the planning, common board configurations, lesson plans	Rustay, Glenn	9/15/2014	Lesson plans, walk-throughs, informal and formal observations	4/30/2015 one-time
G2.B3.S1.MA1	The moving of students towards proficiency and above		Growth of all students with a concentration of targeted students	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S1.MA1	Monitor the completion of the "ante up" activity following progress monitoring.	Cash, Lisa	8/25/2014	Completed Data Walls and completed "ante up" activity forms.	5/29/2015 one-time
G2.B1.S2.MA1	Professional development and follow-through throughout the year	Rustay, Glenn	9/2/2014	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 Florida Standards (ELA and Math) and Next Generation Sunshine State Standards Classroom walkthroughs	5/29/2015 one-time
G2.B1.S2.MA1	Professional development and follow-through throughout the year	Rustay, Glenn	9/2/2014	Lesson plan completion with evidence of Florida Standards (ELA and Math) along with Next Generation State Standards Classroom walk-throughs	5/29/2015 one-time
G2.B3.S3.MA1	If effective all the items should be affecting instruction	Rustay, Glenn	9/4/2014	Classroom Walkthroughs show evidence of strategies being utilized	6/3/2015 one-time
G2.B3.S3.MA1	Weekly Meetings to Determine progress of Action Plan	Rustay, Glenn	9/4/2014	Checking Action Plan Items and Marking those Completed	one-time

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. During the 2014-2015 school year all teachers will actively participate in collaborative planning and implement the lessons with fidelity as measured by the St. Lucie County collaborative planning rubric.

G1.B1 1) Time for collaborative planning

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 the Florida Standards.

PD Opportunity 1

Plan and implement professional development for Florida Standards in grades 3-8 in ELA, and Math through collaborative planning.

Facilitator

Administration, coaches, and instructional partners

Participants

Teacher, coaches, administration

Schedule

Weekly, from 8/1/2014 to 5/29/2015

PD Opportunity 2

Selected teachers will attend trainings/conferences to enhance knowledge of the Florida Standards.

Facilitator

Selected Administration/teachers that attend conferences/trainings.

Participants

Teachers and/or staff at Northport K-8.

Schedule

On 5/29/2015

G1.B1.S2 Selected teachers will receive training in Thinking Maps, Writing, Wilson Foundations, Language Live!, and Think Through Math.

PD Opportunity 1

Selected teachers will be trained on specific programs or strategies that will be used during the 2014-2015 school year.

Facilitator

Administration and coaches

Participants

Selected teachers that will be using the specified programs within their subjects/content.

Schedule

On 5/29/2015

G1.B3 3) Standard method of implementation and measurement for a collaborative planning protocol including materials and resources

G1.B3.S1 Training for administration and coaches to determine a common expectation and protocol for the implementation of the collaborative planning process.

PD Opportunity 1

Train the trainer training by instructional partners for all administration and coaches.

Facilitator

Instructional Partners

Participants

Administration, literacy coach, math coach, instructional coaches

Schedule

Weekly, from 8/4/2014 to 8/29/2014

G2. During the 2014-2015 school year all teachers will receive Professional Development to continue Standards-Based Instruction, to incorporate the SLC Framework, Response to Literature, and Higher Order Thinking Questions/Depths of Knowledge into lesson plans and into SBI, and to progress monitor with fidelity.

G2.B1 Professional Development/Training/Materials

G2.B1.S1 Plan and implement on-going professional development for teachers in 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 Coaches

Participants

Identified Faculty & Staff

Schedule

Weekly, from 8/15/2014 to 1/30/2015

G2.B3 Space/Methods for Progress Monitoring

G2.B3.S1 Incorporate a "Data" room to utilize throughout the year to progress monitor students academic growth. Use baseline data and the "Ante Up" activity with all grade levels 3 - 8 to identify students' baseline and subsequent growth through district assessments (Easycbm Reading and Math and Comprehensive Reading and Math). Grade levels/teams will work together to progress monitor and identify students' growth.

PD Opportunity 1

Create/set up a Data room

Facilitator

Administrators

Participants

Grade 3-8 teachers

Schedule

On 9/30/2014

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: During the 2014-2015 school year all teachers will actively participate in collaborative planning and implement the lessons with fidelity as measured by the St. Lucie County collaborative planning rubric.	0
Goal 2: During the 2014-2015 school year all teachers will receive Professional Development to continue Standards-Based Instruction, to incorporate the SLC Framework, Response to Literature, and Higher Order Thinking Questions/Depths of Knowledge into lesson plans and into SBI, and to progress monitor with fidelity.	0
Grand Total	0

Goal 1: During the 2014-2015 school year all teachers will actively participate in collaborative planning and implement the lessons with fidelity as measured by the St. Lucie County collaborative planning rubric.		
Description	Source	Total
B1.S1.A1	Title I Part A	0
B1.S1.A2	Title I Part A	0
B1.S2.A1	Title I Part A	0
Total Goal 1		0

Goal 2: During the 2014-2015 school year all teachers will receive Professional Development to continue Standards-Based Instruction, to incorporate the SLC Framework, Response to Literature, and Higher Order Thinking Questions/Depths of Knowledge into lesson plans and into SBI, and to progress monitor with fidelity.		
Description	Source	Total
B1.S1.A1	Title I Part A	0
B1.S2.A1	Title I Part A	0
B2.S1.A1	Title I Part A	0
B3.S1.A1	Title I Part A	0
Total Goal 2		0