



## Northboro Elementary School

400 40TH ST, West Palm Beach, FL 33407

[www.edline.net/pages/northboro\\_elementary\\_school](http://www.edline.net/pages/northboro_elementary_school)

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
77%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
93%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	B	B	A

### 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>.

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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	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

The mission of Northboro Elementary is to create a learning environment where students value and recognize the purpose of the school and understand how to apply a diverse set of strategies and tools to reach their highest potential in attaining their academic and social goals.

##### Provide the school's vision statement

The vision of Northboro Elementary is to empower students to appreciate and recognize the importance of diversity. Our academic goal is to ensure that students understand how Math, Reading, Writing, Science and Social Studies classroom concepts are used in the real world. It is also essential that we empower students to use various strategies and opportunities for growth and learning, and most importantly, teach them how to take active steps in attaining their academic and social goals.

#### School Environment

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

Our school values diversity. Through the teaching of the Montessori philosophy and principles, our students learn to appreciate and celebrate a multicultural community. We will infuse the content required by Florida Statute 1003.42(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

A segment of each of the above topics will be aired on our morning announcements, when appropriate.

Additionally, a multicultural committee has been formed to plan and facilitate activities to observe the above.

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

The tenants and practices of School Wide Positive Behavior Support (SWPBS) are evident on our campus before, during, and after school. The universal guidelines are posted in every classroom and in common areas. In addition, the rules are recited every morning on the morning announcements. The School Wide Matrix of Behavior Expectations is printed inside the student handbook. Conduct expectations and consequences of misbehavior are also included in the student handbook. Any incident of Bullying is reported to administrators and certified school counselors who in turn follow district procedures for addressing Bullying behavior. Professional development in methods of addressing disrespectful and problematic behavior is provided yearly. Current researched based effective strategies for correcting misbehavior are provided to staff during professional development presentations and on an ongoing basis. Concerns about safety and respect and methods of improving and monitoring effective strategies are addressed by the SWPBS team.

**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**

Universal Guidelines and behavior matrix are taught in the beginning of the year and reinforced with classroom lessons throughout the school year. Classroom lessons are provided by school counselors and teachers. District CHAMPS trainers have come to professional development sessions on campus to train staff. CHAMPS materials are available to all staff for ongoing training. Classroom rules, appropriate voice levels, expectations, and consequences are posted in every classroom and referenced in addressing student behavior. School counselors present classroom guidance lessons that address behavior standards, learning strategies, self-management skills and social skills. College and career readiness is addressed by counselors during classroom instruction, school-wide career fair and a college campus visit. Certified school counselors develop a Student Development Plan which outlines yearly goals and how they support identified academic, social emotional and career needs. Students in need of more individualized strategies to minimize distractions and stay engaged in the learning process are discussed by the School Based Team. Targeted interventions are developed and monitored as needed.

**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**

Northboro ensures the social–emotional needs of all students are met through implementation of the Student Development Plan. The yearly plan outlines research based interventions that will be utilized in a comprehensive school-wide counseling program based on the ASCA model. Students’ needs are assessed by conferring with students, teachers and/or parents, and if necessary, students are referred to the School Based Team. The School Based Team meets on a weekly basis to review academic data, and/or behavioral and social- emotional observations, in order to develop, implement and monitor targeted interventions. Delivery of services is rendered based on student needs through classroom guidance lessons, individual counseling, and focused group counseling. Through family consultations parents are informed and included in the problem solving process. Referrals to community agencies with Cooperative Agreements are provided on an as needed basis.

### **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 Northboro, we utilize data systems to identify students who have attendance, behavioral or academic concerns. Furthermore, we create data decision rules for the number of absences or OSS before generating a School Base Team (SBT) referral. We ensure that teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules. We utilize Student Development Plan Data Driven Practices to assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making).

**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	11	4	4	3	1	1	24
One or more suspensions	0	0	1	0	2	1	4
Course failure in ELA or Math	16	10	13	0	1	0	40
Level 1 on statewide assessment	0	0	0	21	27	29	77

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

Indicator	Grade Level				Total
	K	3	4	5	
Students exhibiting two or more indicators	4	1	1	1	7

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

At Northboro, effective multi-disciplinary teams comprised of administration, guidance counselors, academic coaches, support staff and classroom teachers, are in place to problem solve and create action plans.

Course failure in ELA or Math as well as the students scoring Level 1 statewide assessments: Students failing to meet grade level standards are identified through progress monitoring. These students are supported through iii, LLI, after school and Saturday morning tutorials, and are provided homework assistance. Furthermore, these are monitored with fidelity through our Multi-tiered Systems of Support. On-going professional development will be provided to teachers through Learning Team Meetings (LTM), professional development sessions, modeled lessons, lesson implementation support, and workshops, to enable them to improve their instructional practices with the expected outcome of increased rigorous differentiated instruction aligned to standards which will be reflected on district 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/199771>.

**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**

Northboro Elementary has an active Parent Teacher Organization (PTO). The PTO works with the community to build and sustain partnerships. Organizations, businesses and agencies are invited to our monthly parent meetings to provide information and resources to our parents. Additionally, the school reaches out each year to previous business partners to continue the partnership. We honor our volunteers and business partners at our annual appreciation breakfast.

## 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
Harper, Gayle	Principal
Decker, Mary Beth	Assistant Principal
Greene-Whitaker, Tiffany	Instructional Coach
Gustafson, Amy	Instructional Coach
Bower, Lourdes	Guidance Counselor
Lewanda, Jennifer	Guidance Counselor
Markwith, Karen	Teacher, ESE

#### Duties

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

The school-based SBT Leadership Team is comprised of the following members: Principal, Assistant principal, ESE contact, ELL contact, school psychologist, classroom teacher, reading/math/science coaches, RtI/Inclusion Facilitator, and ESOL guidance counselor, and additional guidance members. The principal provides a common vision for the use of data-based decision-making which ensures: a sound and effective academic program is utilized and a process to address and monitor subsequent needs is created, the School Based Team (SBT) is implementing RtI processes, assessment of RtI skills of school staff is conducted, fidelity of implementation of intervention support is documented, adequate professional development to support RtI implementation is provided and effective communication with parents regarding school-based RtI plans and activities occurs.

***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***

The school-based RtI Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create an effective learning environment. After determining that effective Tier 1-Core Instruction is in place, the team will identify students who are not meeting identified individual academic targets. The identified students will be referred to the schoolbased RtI Leadership Team.

The SBT will use the Problem Solving Model\* to conduct all meetings. Based on data and discussion,

the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies will be created. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

\* Problem Solving Model

The four steps of the Problem Solving Model are:

Problem Identification entails identifying the problem and the desired behavior for the student.

Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.

Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.

Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB.

Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education.0/20

Title I - Part A - Services are provided to ensure students requiring additional remediation in reading, writing, mathematics and science are assisted through supplementary in-school instruction, after school and summer tutorials. Services are also provided for proficient students to provide enrichment in reading, writing, mathematics and science. Professional Development is aligned with the needs of the school and its students, to include the various subgroups. PD is conducted and monitored by academic coaches and administrators.

Title I funds also support a variety of family involvement activities.

Title I - Part C - A migrant liaison provides services and support to Northboro's students and parents as needed. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title II - Title II - The District coordinates with Title II and Title III in ensuring staff development needs are provided for Northboro. Services are provided through the District for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix and teaching expected behaviors, communicating with parents and monitoring SwPBS. We update our action plans during Learning Team Meetings. We instill an appreciation for multicultural diversity through our antibullying campaign, structured lessons and implementation of SwPBS programs.

## School Advisory Council (SAC)

### Membership

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

Name	Stakeholder Group
Tiffany Greene-Whitaker	Teacher
Gayle Harper	Principal
Saneca Hart	Teacher
Jamie VanderGast	Teacher
Pamela Guerrier	Parent
Kai Li Fouts-Jette	Parent
Kera Hagan	Parent
Dan Dorsky	Parent
Bradley Harper	Business/Community
	Student
Bridgette Crowder	Education Support Employee
Christina Roache	Parent
DeAnne Collier	Business/Community
Day Scott	Parent
Megan Noel	Teacher

### 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*

Last year's School Improvement Plan was review by the School Advisory Council (SAC) and it was noted that we exceeded our school's goals in third grade math and fourth grade writing. However, the targeted goals were not met in overall learning gains in 4th and 5th grade reading and math as well as in Science and lowest 25% in math. Recommendations were made to address the school's current needs.

*Development of this school improvement plan*

An overview of FY14 FCAT results was provided at the first SAC meeting. The draft SIP was reviewed by conducting a jigsaw activity whereby SAC members, parents, teachers and business partners were provided a presentation of the draft SIP. Stakeholders were given the opportunity to provide feedback and suggest modifications to the plan..

*Preparation of the school's annual budget and plan*

The school's budgets will be presented at the October 6th SAC meeting.

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

SIP funds were used to provide child care services to encourage parent participation in meetings and to support professional development as it aligned with the goals of the plan.

**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
Harper, Gayle	Principal
Decker, Mary Beth	Assistant Principal
Markwith, Karen	Teacher, ESE

**Duties**

***Describe how the LLT promotes literacy within the school***

Major initiative for 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 reader's and writer's 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**

1. Utilize the Department of Recruitment and Retention to provide advice on all hiring and placement procedures
2. Pairing new teachers with highly effective teachers
3. New Teacher Network to create ongoing discussion about
  - Student discipline
  - Surviving the first year
  - Communicating with parents
  - Completing teacher requirements, i.e. report cards, midterm reports
4. Participate in job fairs
5. Student interns and college/university referrals

**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.

New educators will participate in monthly meetings facilitated by administration and a National Board certified teacher. Furthermore, professional development will be provided in the area of the Montessori philosophy and methodology. Mentors will be assigned to each new educator. They will provide support through peer modeling/coaching, conferring, feedback, and classroom observations.

## 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 and discuss reading and writing curriculum that aligns to the standards. 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***

Our school creates 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:

- LTM;
- Common Planning;
- School Base Team meeting;
- Child Study Team meetings;
- Teacher and student data chats;
- Progress monitoring meetings

This supports a deeper level of comprehension. These conversations and learning opportunities promote dialog that can dispel misunderstanding and promote opportunities for growth in instructional practices, curriculum, and the 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:** After School Program

**Minutes added to school year:** 1,440

2 day per week after school tutorial for level 1 students in reading and/or math in grades 3-5.

**Strategy Rationale**

To provide extended learning opportunities for struggling learners.

**Strategy Purpose(s)**

- Core Academic Instruction
- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

Decker, Mary Beth, marybeth.decker@palmbeachschools.org

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

Data is collected through the district's EDW and is analyzed during collegial learning team meetings and subject area common planning.

**Strategy:** Extended School Day

**Minutes added to school year:** 3,600

5 day 12 week LLI tutorial

**Strategy Rationale**

To provide extended learning opportunities for struggling readers

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Decker, Mary Beth, marybeth.decker@palmbeachschools.org

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

Data is collected through the district's EDW and is analyzed during collegial learning team meetings and subject area common planning.

**Strategy:** Weekend Program

**Minutes added to school year:** 2,160

12 week 3 hour Saturday morning tutorial for levels 2-5 in reading, writing, math, and science.

**Strategy Rationale**

To provide extended learning opportunities for struggling learners and enrichment opportunities for advance learners.

**Strategy Purpose(s)**

""

**Person(s) responsible for monitoring implementation of the strategy**

Greene-Whitaker, Tiffany, tiffany.greene-whitaker@palmbeachschools.org

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

Data is collected through the district's EDW and is analyzed during collegial learning team meetings and subject area common planning.

**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**

Northboro is a public Montessori Magnet School that accepts students at the age of 3 and 4. Our Magnet program enables Northboro to provide quality early learning opportunities. Representatives from the school attend various community events and the annual recruitment fair to share the unique strengths, opportunities and goals of our program. Applications for lottery enrollment are made available for parents on-line as well as on-site in November through the end of December 2014. Pre-K and Kindergarten teachers meet weekly to collaborate and discuss grade level Florida Standards and readiness of transitioning students (when applicable) School tours are conducted during and afterschool hours to provide parents with an opportunity to view the programs offered by the site. A staggered start schedule is implemented during the first week of school to assist in the home to school transition process

**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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** All teachers will collaborate to provide, with rigor, the appropriate instruction to increase student learning gains in Reading and Math.
- G2.** All students will be engaged in cognitively complex tasks to increase student proficiency in all content areas on 2015 state assessments.

## 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.** All teachers will collaborate to provide, with rigor, the appropriate instruction to increase student learning gains in Reading and Math. 1a

G040079

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	73.0
AMO Math - African American	79.0
AMO Math - ED	70.0
AMO Math - ELL	61.0
AMO Reading - All Students	67.0
AMO Reading - African American	71.0
AMO Reading - ED	63.0
AMO Reading - ELL	43.0

**Resources Available to Support the Goal** 2

- Type to Learn • Reading A to Z • Science A to Z • Fountas and Pinnell Resources • Lucy Calkin's Units of Study • Saturday Tutorial • Istation • Kahn Academy • Kagan Structures • Think Central • Learn Green Conference • Academic Coaches- Reading, Math and Science • District/ Area Support Teams

**Targeted Barriers to Achieving the Goal** 3

- Low student engagement and lack of effective differentiation of instruction to meet the needs of diverse learners.

**Plan to Monitor Progress Toward G1.** 8

Appropriate modifications and accommodations for diverse learners and increased student engagement

**Person Responsible**

Gayle Harper

**Schedule**

Monthly, from 8/28/2014 to 5/29/2015

**Evidence of Completion**

Assessment data

**G2.** All students will be engaged in cognitively complex tasks to increase student proficiency in all content areas on 2015 state assessments. 1a

G040080

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	73.0
AMO Reading - All Students	67.0
FCAT 2.0 Science Proficiency	60.0

**Resources Available to Support the Goal** 2

- Type to Learn • Reading A to Z • Science A to Z • Fountas and Pinnell Resources • Lucy Calkin's Units of Study • Saturday Tutorial • Istation • Kahn Academy • Kagan Structures • Think Central • Learn Green Conference • Academic Coaches- Reading, Math and Science • District/ Area Support Teams

**Targeted Barriers to Achieving the Goal** 3

- Lack of knowledge and skill of instructional techniques.

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

Assessment Data

**Person Responsible**

Mary Beth Decker

**Schedule**

Biweekly, from 9/12/2014 to 5/29/2015

**Evidence of Completion**

Classroom Assessments, Diagnostic Assessments, and Reading Running Records.

## 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.** All teachers will collaborate to provide, with rigor, the appropriate instruction to increase student learning gains in Reading and Math. **1**

 G040079

**G1.B1** Low student engagement and lack of effective differentiation of instruction to meet the needs of diverse learners. **2**

 B096844

**G1.B1.S1** Teachers to provide differentiated instruction for diverse learners through interactive and small group settings. **4**

 S108050

### Strategy Rationale

Research supports that student achievement increases when students interact with knowledge.

### Action Step 1 **5**

Provide professional development on methods for increasing student engagement and effectively differentiating instruction to meet the needs of diverse learners.

#### Person Responsible

Gayle Harper

#### Schedule

Weekly, from 8/28/2014 to 5/29/2015

#### Evidence of Completion

Agenda and sign-in sheets

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

Effective differentiated instructional practices for diverse learners and for increased student engagement

**Person Responsible**

Gayle Harper

**Schedule**

Weekly, from 8/28/2014 to 5/29/2015

***Evidence of Completion***

Lesson plans, common planning and classroom walkthroughs

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

Effective differentiated instructional practices for diverse learners and for increased student engagement

**Person Responsible**

Gayle Harper

**Schedule**

Weekly, from 8/28/2014 to 5/29/2015

***Evidence of Completion***

classroom walkthroughs and assessment data

**G2.** All students will be engaged in cognitively complex tasks to increase student proficiency in all content areas on 2015 state assessments. **1**

 G040080

**G2.B1** Lack of knowledge and skill of instructional techniques. **2**

 B096847

**G2.B1.S1** Teachers to attend professional development on/off campus **4**

 S108053

**Strategy Rationale**

To increase teachers knowledge and skills of effective instructional techniques.

**Action Step 1** **5**

Professional Development

**Person Responsible**

Gayle Harper

**Schedule**

Monthly, from 8/28/2014 to 5/29/2015

**Evidence of Completion**

Professional Development and teacher implementation

**Action Step 2** **5**

Extended Learning Oppurtunities

**Person Responsible**

Mary Beth Decker

**Schedule**

Weekly, from 1/10/2015 to 4/11/2015

**Evidence of Completion**

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

Rigor of instruction and task complexity

**Person Responsible**

Gayle Harper

**Schedule**

Weekly, from 8/28/2014 to 5/29/2015

**Evidence of Completion**

LTM minutes, classroom walk-throughs and lesson plans

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

Rigor of instruction and task complexity

**Person Responsible**

Gayle Harper

**Schedule**

Weekly, from 8/28/2014 to 5/29/2015

**Evidence of Completion**

An improvement in data results

**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	Provide professional development on methods for increasing student engagement and effectively differentiating instruction to meet the needs of diverse learners.	Harper, Gayle	8/28/2014	Agenda and sign-in sheets	5/29/2015 weekly
G2.B1.S1.A1	Professional Development	Harper, Gayle	8/28/2014	Professional Development and teacher implementation	5/29/2015 monthly
G2.B1.S1.A2	Extended Learning Opportunities	Decker, Mary Beth	1/10/2015		4/11/2015 weekly
G1.MA1	Appropriate modifications and accommodations for diverse learners and increased student engagement	Harper, Gayle	8/28/2014	Assessment data	5/29/2015 monthly
G1.B1.S1.MA1	Effective differentiated instructional practices for diverse learners and for increased student engagement	Harper, Gayle	8/28/2014	classroom walkthroughs and assessment data	5/29/2015 weekly

<b>Source</b>	<b>Task, Action Step or Monitoring Activity</b>	<b>Who</b>	<b>Start Date (where applicable)</b>	<b>Deliverable or Evidence of Completion</b>	<b>Due Date/ End Date</b>
G1.B1.S1.MA1	Effective differentiated instructional practices for diverse learners and for increased student engagement	Harper, Gayle	8/28/2014	Lesson plans, common planning and classroom walkthroughs	5/29/2015 weekly
G2.MA1	Assessment Data	Decker, Mary Beth	9/12/2014	Classroom Assessments, Diagnostic Assessments, and Reading Running Records.	5/29/2015 biweekly
G2.B1.S1.MA1	Rigor of instruction and task complexity	Harper, Gayle	8/28/2014	An improvement in data results	5/29/2015 weekly
G2.B1.S1.MA1	Rigor of instruction and task complexity	Harper, Gayle	8/28/2014	LTM minutes, classroom walk-throughs and lesson plans	5/29/2015 weekly

**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.** All teachers will collaborate to provide, with rigor, the appropriate instruction to increase student learning gains in Reading and Math.

**G1.B1** Low student engagement and lack of effective differentiation of instruction to meet the needs of diverse learners.

**G1.B1.S1** Teachers to provide differentiated instruction for diverse learners through interactive and small group settings.

### PD Opportunity 1

Provide professional development on methods for increasing student engagement and effectively differentiating instruction to meet the needs of diverse learners.

#### Facilitator

Administrators and Academic Coaches

#### Participants

K-5 Teachers

#### Schedule

Weekly, from 8/28/2014 to 5/29/2015

**G2.** All students will be engaged in cognitively complex tasks to increase student proficiency in all content areas on 2015 state assessments.

**G2.B1** Lack of knowledge and skill of instructional techniques.

**G2.B1.S1** Teachers to attend professional development on/off campus

### PD Opportunity 1

Professional Development

#### Facilitator

Administration, Instructional Coaches and Professional Development Team

#### Participants

All instructional personnel

#### Schedule

Monthly, from 8/28/2014 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
<b>Goal 1:</b> All teachers will collaborate to provide, with rigor, the appropriate instruction to increase student learning gains in Reading and Math.	79,914
<b>Goal 2:</b> All students will be engaged in cognitively complex tasks to increase student proficiency in all content areas on 2015 state assessments.	75,715
<b>Grand Total</b>	<b>155,629</b>

### Goal 1: All teachers will collaborate to provide, with rigor, the appropriate instruction to increase student learning gains in Reading and Math.

Description	Source	Total
<b>B1.S1.A1</b> - Kagan Training	Title I Part A	756
<b>B1.S1.A1</b> - Kagan Materials	Title I Part A	200
<b>B1.S1.A1</b> - Professional Development supplies	Title I Part A	2,800
<b>B1.S1.A1</b> - Teacher stipends to attend workshops	Title I Part A	3,801
<b>B1.S1.A1</b> - Substitutes for teacher release time to attend professional development	Title I Part A	1,034
<b>B1.S1.A1</b> - Out of state travel including registration	Title I Part A	5,244
<b>B1.S1.A1</b> - In-county travel including registration	Title I Part A	200
<b>B1.S1.A1</b> - Reading Coach	Title I Part A	65,879
<b>Total Goal 1</b>		<b>79,914</b>

### Goal 2: All students will be engaged in cognitively complex tasks to increase student proficiency in all content areas on 2015 state assessments.

Description	Source	Total
<b>B1.S1.A1</b> - Learn Green Conference	Title I Part A	200
<b>B1.S1.A2</b> - Part-time in-system (tutorial)	Title I Part A	13,113
<b>B1.S1.A2</b> - Instructional supplies and materials	Title I Part A	15,676
<b>B1.S1.A2</b> - .5 Resource Teacher- salary	Title I Part A	32,939
<b>B1.S1.A2</b> - Field trip admissions	Title I Part A	1,000
<b>B1.S1.A2</b> - Field Trip transportation	Title I Part A	3,000
<b>B1.S1.A2</b> - Family Involvement- part-time in-system	Title I Part A	633
<b>B1.S1.A2</b> - Family Involvement- substitutes for release time for parent trainings or conferences	Title I Part A	1,654
<b>B1.S1.A2</b> - Family Involvement- materials and supplies	Title I Part A	7,500

**Goal 2: All students will be engaged in cognitively complex tasks to increase student proficiency in all content areas on 2015 state assessments.**

Description	Source	Total
Total Goal 2		75,715