

St. Lucie Public Schools

Northport K 8 School



2017-18 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 and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Combination School KG-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	64%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	C	C*	C

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Northport K 8 School

DA Region and RED	DA Category and Turnaround Status
Southeast - Gayle Sitter	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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!

2. School Environment

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

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

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
- CHAMPS
- Go Leaps
- Kagan/Cooperative Learning

b. 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.

Safety Patrols help monitor for safety and encourage positive behavior.

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.

c. 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

We also have a school-wide Discipline Plan in which helps teachers implement consequences consistently and fairly across grade levels. Teachers complete a Classroom Assessment Tool (CAT) and a Classroom Intervention Plan (CIP) at the beginning of the school year to help them reflect on past practices and prepare for the new school year. All teachers are required to attend MTSS training during pre-school week at which administration reviews Northport's MTSS plan, including PBIS and the Discipline Plan.

d. 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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- School Psychologist

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

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

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

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. 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

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

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	13	15	9	18	14	10	45	42	3	0	0	0	0	169	
One or more suspensions	0	5	1	5	5	5	38	42	1	0	0	0	0	102	
Course failure in ELA or Math	0	0	0	0	0	0	32	36	49	0	0	0	0	117	
Level 1 on statewide assessment	0	0	0	34	37	42	67	73	73	0	0	0	0	326	
Retained in one grade or more	0	0	0	5	16	10	14	17	22	0	0	0	0	84	
	0	0	0	0	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
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	1	0	26	15	10	53	55	35	0	0	0	0	195	

c. 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 collaborate with other staff (Problem Solving Teams*) to implement Tier 2 interventions, and integrate 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 Interventions and Support (PBIS) Program [including a token economy (SAIL NOTES), SAIL Note store, and on-going PBIS school-wide and class 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. We meet with Title I 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.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

The goals of the Northport K-8 Volunteer and Partner program are aligned with the core business of the school. Parent and Community Involvement are key cornerstones of the success of our school. Goals have been developed to not only ensure Parental and Community Involvement at Northport K-8 School but our goals are aligned with the goals of Saint Lucie County School district. Northport K-8, through a variety of opportunities throughout the school year, will ensure that our goals are met or exceeded. Our target for volunteer hours is 8050 hours and to increase Business Partners from the community to 7.

Goals:

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

To relieve the teacher of some non instructional tasks.

To reinforce lesson skills

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

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

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

To promote Goodwill ambassadorship within our community.

Opportunities:

Veteran Partners In Education Program

2 book fairs with literacy fair

PTO meetings monthly

Unity Day Bullying Awareness Walk with families in October

Community Reading Day

9/11 Commemoration program

Grand Parents Day

Student of the Month

Americorps Mentorship program

Jump Into Reading Mentor program

Honor Roll

21st Century after school program

Participate in Parental Involvement Award

Participate in Gold and Silver School Awards

Nominate Outstanding Volunteers of the Year

Participate in 5 Star Program

Activities for Celebrate Literacy Week in January with Parent Invitations

In October, Parents and community members will participate in Safe Schools Week and Red Ribbon Week with assistance from Counseling Services and Resource Officer Institute class and school newsletters as well as Administration Connect Ed

2. 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

Luncheons/On-site support & partnerships

Parent Nights are conducted by 21st Century and Title 1 on a monthly basis to educate parents and to build a bridge between home and school. 21st Century partners with Parent Academy and the Sheriff office to bring various programs that will help parents understand their 21st Century children.

Off Site Activities

Moe's/Sam's Club/Chuck-e Cheese/Stevi B's/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)/ breakfast(s)/ 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/businesses including:

Relay for Life

Boyz to Men

Girls to Women

Navigators

Band Program

Drama Program

Boys and Girls Club

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

United Methodist Church

First Baptist of PSL

AMERICORPS - Our Big Brothers Big Sisters Americorps tutoring program services students in grades K-3. Students are tutored in the area of reading for a minimum of three, half hours, sessions per week. Students are serviced throughout the school day and are progress monitored through the program with ongoing teacher/tutor communication.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Bailey, Josie	Other
Rustay, Glenn	Principal
Cash, Lisa	Assistant Principal
Lankow, Diana	Instructional Coach
Nieves, Melody	Instructional Coach
Drost, Meghan	Assistant Principal
Thelusma, Juliette	Instructional Coach

b. Duties

1. 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 - Lisa Cash (Assistant Principal)
Administrator - Meghan Drost (Assistant Principal)
Literacy Specialist - Diana Lankow (Literacy Coach)
School Assessment Specialist - Josie Bailey
Instructional Coach - Juliette Thelusma
Instructional Coach - Melody Nieves
ESE Specialist - Cheryl Karlson
ESE Specialist - Deirdre Green
Elementary Guidance Counselor - Diane Crumpton
Middle School Guidance Counselor - Christine Persick

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

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

The data sources and management system used to access and analyze data to select resources and

then monitor the effectiveness of the core, supplemental, and intensive supports include the following:
 Reading: iReady, Performance Matters; Easy CBM; AIMs Web; AMOs; FSAAs; Progress Monitoring;
 iReady, Performance Matters, Skyward – grades; Power BI, Challenge Camp
 Writing: Four Assessments "Northport Writes," FSAAs; AMOs; Summer Camp; Challenge Camp
 Math: iReady, Easy CBM; AIMs Web; AMOs; FSAAs; Progress Monitoring; Performance Matters,
 iReady, Skyward – grades; Power BI, Challenge Camp
 Science - Performance Matters; FCAT 2.0; AMOs; FSAAs; Progress Monitoring; Performance
 Matters, Skyward – grades; Power BI
 Challenge Camp
 Behavior – Power BI, Skyward behavior data/graphs; Check-in/Check-Out Graphing data; SAIL Notes
 – outtake;
 SAIL Note Store intake; Second Step Program
 Engagement/Motivation – Kagan strategies; Mandatory individual student conferencing (all grades
 and
 subjects)
 Attendance – Power BI, Skyward data; Social Worker's weekly reports

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

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Glenn H. Rustay	Principal
Christine Hunsicker	Parent
Deb Mock	Business/Community
Michelle Sharrah	Teacher
Suzi Scott	Parent
Melody Nieves	Business/Community
Kym Rydzewski	Teacher
Juliette Thelusma	Education Support Employee
Terrence Platt	Business/Community
Marcie Waltz	Student

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. 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.

b. 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.

c. Preparation of the school's annual budget and plan

We have not received notification on School Improvement Funds to be spent by the SAC yet this year. As soon as we receive notification of the amount we will update this section.

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 two interventionists.

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

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Cash, Lisa	Assistant Principal
Nieves, Melody	Instructional Coach
Lankow, Diana	Other
Drost, Mehgan	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

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.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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

Two periods of collaborative learning/planning for each week were planned, implemented and developed by administration and the Instructional Leadership Team. We have planned and implemented the action steps to ensure that collaborative learning/planning is implemented with fidelity, both during the two meetings per week and quarterly whole day collaborative learning/planning sessions. All teachers are scheduled to participate in this process, including Teachers of SWD, elective teachers, CTE teachers, and general education teachers.

2. 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

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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, iReady (Math and Reading), Read 180, Thinking Maps, Response to Literature, Imagine, HMH Collections, E2020, and other District-adopted programs.

b. Instructional Strategies

1. 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 iReady and Journeys data. For our 3-8 we will be utilizing iReady, and SLC Common Assessments.

During collaborative learning/planning teachers will:

- analyze data from the common unit assessments
- use data to create targeted interventions and remediation for struggling students
- use data to identify areas which need to be retaught, then reteach, than reassess

2. 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 (21st Century)

Minutes added to school year: 2 sessions per week
75 hours approx.=4500 minutes added to school year

Strategy Description for 21st Century:

Students in the 21st Century after school program are provided with 2 hours per day, 5 days per week of project based learning that encompasses Science, Technology, Engineering, Arts, and Mathematics (S.T.E.A.M). In addition, targeted math and reading lessons based on unit assessment and classroom data are added on i-Ready for students to complete for 30 minutes per day, 5 days per week.

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 Description for Challenge Camp:

Challenge camps will be held for the following four areas:

- Reading
- Math
- Civics (see below)
- Algebra

Struggling students will be identified and targeted to attend the challenge camps. These students will be taught and retaught specific skills identified as areas of need by the iReady data, unit assessment data, and teacher grades/observation.

Strategy Description for Civics Tutoring:

After-school tutoring is offered for Civics students for the 5 weeks prior to the end-of-course exam (EOC). Identified students attend two sessions per week with a total of 3 additional academic hours per week for each of the five weeks. The 15+ additional hours of instruction are focused on reviewing key Civics ideas and reviewing test-taking tips and strategies.

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 throughout 21st Century.

Strategy Purpose(s)

- Core Academic Instruction

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

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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

1. 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.

b. College and Career Readiness

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

2. 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.

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

4. 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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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 2017-2018 school year all teachers, both general education and teachers of students with disabilities, will actively participate in collaborative planning to plan and implement standards-based quality instruction based on the St. Lucie County evaluation system (Quality Instruction – Marzano) with fidelity as demonstrated by the completed walkthrough measurements.
- G2.** During the 2017-2018 school year faculty and staff will implement strategies from targeted professional development regarding school culture, Marzano's Design Question 8 (Establishing and Maintaining Effective Relations), and changing mindsets with a focus on building positive relationships with students and their families as measured by targeted surveys.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. During the 2017-2018 school year all teachers, both general education and teachers of students with disabilities, will actively participate in collaborative planning to plan and implement standards-based quality instruction based on the St. Lucie County evaluation system (Quality Instruction – Marzano) with fidelity as demonstrated by the completed walkthrough measurements. 1a

G096322

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	
AMO Reading - All Students	76.0
FCAT 2.0 Science Proficiency	
ELA/Reading Lowest 25% Gains	
Math Lowest 25% Gains	

Targeted Barriers to Achieving the Goal 3

- 1) Teachers have varying degrees of understanding of the collaborative planning process.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Northport's instructional coach team
- Administration
- MTSS Team
- Tier II & III Teachers

Plan to Monitor Progress Toward G1. 8

Unit Assessments, iReady data

Person Responsible

Glenn Rustay

Schedule

Quarterly, from 9/1/2017 to 6/1/2018

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 2017-2018 school year faculty and staff will implement strategies from targeted professional development regarding school culture, Marzano's Design Question 8 (Establishing and Maintaining Effective Relations), and changing mindsets with a focus on building positive relationships with students and their families as measured by targeted surveys. 1a

G096323

Targets Supported 1b

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

Targeted Barriers to Achieving the Goal 3

- Professional Development/Training/Materials

Resources Available to Help Reduce or Eliminate the Barriers 2

- Administration, Literacy Coach, Math Coach
- Instructional Coaches
- District Personnel

Plan to Monitor Progress Toward G2. 8

Common unit assessments, iReady, course specific assessments

Person Responsible

Glenn Rustay

Schedule

Biweekly, from 9/1/2017 to 6/1/2018

Evidence of Completion

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

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

 = Problem Solving Step  S123456 = Quick Key

G1. During the 2017-2018 school year all teachers, both general education and teachers of students with disabilities, will actively participate in collaborative planning to plan and implement standards-based quality instruction based on the St. Lucie County evaluation system (Quality Instruction – Marzano) with fidelity as demonstrated by the completed walkthrough measurements. **1**

 G096322

G1.B1 1) Teachers have varying degrees of understanding of the collaborative planning process. **2**

 B259186

G1.B1.S1 Professional development and continued support of the implementation of collaborative planning. **4**

 S274488

Strategy Rationale

It is important to differentiate support for teachers based on their needs. (I.e., new teachers are not familiar with the collaborative planning process)

Action Step 1 **5**

The master schedule will be adjusted to provide common planning for content area teachers.

Person Responsible

Lisa Cash

Schedule

Monthly, from 8/1/2017 to 6/1/2018

Evidence of Completion

Master Schedule

Action Step 2 **5**

Professional development will be provided for all new teachers on the collaborative planning process.

Person Responsible

Glenn Rustay

Schedule

Monthly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Agenda

Action Step 3 5

Ongoing support, guidance and coaching provided during the collaborative planning sessions with all teachers.

Person Responsible

Glenn Rustay

Schedule

Weekly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Agenda

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

Planning and implementation of professional development

Person Responsible

Glenn Rustay

Schedule

Biweekly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Professional development sign in logs, DAP (Data Action Plan)

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

Collection classroom walk-throughs

Person Responsible

Glenn Rustay

Schedule

Weekly, from 9/1/2017 to 5/21/2018

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 DAPs by grade or department groups.

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

DAP

Person Responsible

Glenn Rustay

Schedule

Quarterly, from 9/1/2017 to 6/1/2018

Evidence of Completion

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

G2. During the 2017-2018 school year faculty and staff will implement strategies from targeted professional development regarding school culture, Marzano's Design Question 8 (Establishing and Maintaining Effective Relations), and changing mindsets with a focus on building positive relationships with students and their families as measured by targeted surveys. 1

G096323

G2.B1 Professional Development/Training/Materials 2

B259189

G2.B1.S1 Provide differentiated professional development based on the needs of all teachers. 4

S274493

Strategy Rationale

PD training has not met the needs of our faculty based on surveys and discussions provided by teachers and staff.

Action Step 1 5

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

Person Responsible

Glenn Rustay

Schedule

Weekly, from 9/1/2017 to 6/1/2018

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 9/1/2017 to 6/1/2018

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

Lisa Cash

Schedule

On 6/2/2018

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, survey results and what professional development/training is necessary for teachers to implement with fidelity.

4

 S274494

Strategy Rationale

Through scheduled weekly meetings and surveys, teachers will discuss and coaches and administration will plan based on those findings what professional development is needed to ensure fidelity of standards based instruction, SLPS 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 6/1/2018

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

Quarterly, from 9/1/2017 to 6/1/2018

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 6/1/2018

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

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.MA3  M396071	Collection classroom walk-throughs	Rustay, Glenn	9/1/2017	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 DAPs by grade or department groups.	5/21/2018 weekly
G1.B1.S1.A3  A368481	Ongoing support, guidance and coaching provided during the collaborative planning sessions with all...	Rustay, Glenn	9/1/2017	Agenda	6/1/2018 weekly
G1.B1.S1.MA1  M396069	DAP	Rustay, Glenn	9/1/2017	Lesson plans showing evidence of Florida State Standards and Next Generation State Standards	6/1/2018 quarterly
G1.B1.S1.MA1  M396070	Planning and implementation of professional development	Rustay, Glenn	9/1/2017	Professional development sign in logs, DAP (Data Action Plan)	6/1/2018 biweekly
G1.MA1  M396080	Unit Assessments, iReady data	Rustay, Glenn	9/1/2017	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.	6/1/2018 quarterly
G1.B1.S1.A1  A368479	The master schedule will be adjusted to provide common planning for content area teachers.	Cash, Lisa	8/1/2017	Master Schedule	6/1/2018 monthly
G1.B1.S1.A2  A368480	Professional development will be provided for all new teachers on the collaborative planning...	Rustay, Glenn	9/1/2017	Agenda	6/1/2018 monthly
G2.MA1  M396085	Common unit assessments, iReady, course specific assessments	Rustay, Glenn	9/1/2017	Evidence will be collected through the Collaborative Action Plan Tool, lesson plans, formal and informal observations, classroom walk-throughs, and Unify	6/1/2018 biweekly
G2.B1.S2.MA1  M396084	Professional development and follow-through throughout the year	Rustay, Glenn	9/1/2017	Lesson plan completion with evidence of Florida Standards (ELA and Math) along with Next Generation State Standards Classroom walk-throughs	6/1/2018 quarterly
G2.B1.S1.MA1  M396082	Administration and coaches will monitor collaborative planning, common board configurations, lesson...	Rustay, Glenn	9/1/2017	Lesson plans, walk-throughs, informal and formal observations	6/1/2018 weekly
G2.B1.S1.A1  A368486	Identify the necessary professional development/training required for teachers to implement the...	Rustay, Glenn	9/1/2017	Sign-in Sheets, Agendas, PowerPoints	6/1/2018 weekly
G2.B1.S2.MA1  M396083	Professional development and follow-through throughout the year	Rustay, Glenn	9/1/2017	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	6/1/2018 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S2.A1  A368487	Plan and implement professional development for identified needs of teachers and staff as...	Rustay, Glenn	9/1/2017	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	6/1/2018 one-time
G2.B1.S1.MA1  M396081	Professional Development Evaluation Tool	Cash, Lisa	9/1/2017	Classroom walkthroughs, lesson plans, informal and formal evaluations	6/2/2018 one-time

V. Professional Development Opportunities

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

G2. During the 2017-2018 school year faculty and staff will implement strategies from targeted professional development regarding school culture, Marzano's Design Question 8 (Establishing and Maintaining Effective Relations), and changing mindsets with a focus on building positive relationships with students and their families as measured by targeted surveys.

G2.B1 Professional Development/Training/Materials

G2.B1.S1 Provide differentiated professional development based on the needs of all teachers.

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 9/1/2017 to 6/1/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	The master schedule will be adjusted to provide common planning for content area teachers.				\$0.00
2	G1.B1.S1.A2	Professional development will be provided for all new teachers on the collaborative planning process.				\$0.00
3	G1.B1.S1.A3	Ongoing support, guidance and coaching provided during the collaborative planning sessions with all teachers.				\$0.00
4	G2.B1.S1.A1	Identify the necessary professional development/training required for teachers to implement the strategies.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	Title I, Part A		\$0.00
5	G2.B1.S2.A1	Plan and implement professional development for identified needs of teachers and staff as identified by instructional review and data meetings				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	Title I, Part A		\$0.00
Total:						\$0.00