

Florida Department of Education

**DRAFT School Improvement Plan (SIP)
Form SIP-1**

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Northport K-8 School	District Name: St. Lucie County
Principal: Mr. Glenn Rusty	Superintendent: Mr. Michael Lannon
SAC Chair: Nichole Robinson	Date of School Board Approval:

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

[School Grades Trend Data](#) (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)

[Florida Comprehensive Assessment Test \(FCAT\)/Statewide Assessment Trend Data](#) (Use this data to inform the problem-solving process when writing goals.)

[High School Feedback Report](#)

[K-12 Comprehensive Research Based Reading Plan](#)

Administrators

List your school’s administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/ statewide assessment Achievement Levels, learning gains, lowest 25%), and AMO progress, along with the associated school year)
----------	------	-----------------------------	-----------------------------------	-------------------------------------	---

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Principal	Glenn Rustay	Elementary Education (1-6) School Principal (All Levels)	4	10	<p>Principal of Northport K-8 School 2011-2012: Grade C: Reading Mastery-50%, Math Mastery-46%, Writing Mastery-70%, Science-36%, LG in Reading-67%, LG in Math 62%, Lowest 25% LG in Reading-61%, Lowest 25% LG in Math-56%,. AMO data not available.</p> <p><u>AYP Reading Data</u> All – 50% White – 58% Black – 39% Hispanic – 45% Asian – 63% Multi-Racial – 58% SWD – 18% LEP – 9% ED – 45%</p> <p><u>AYP Math Data</u> All – 47% White – 56% Black – 34% Hispanic – 43% Asian – 74% Multi-Racial – 43% SWD – 15% LEP – 0% ED – 43%</p> <p>2010-11: Grade B: Reading Mastery-67%, Math Mastery-59%, Writing Mastery-79%, Science-48%, LG in Reading-65%, LG in Math 67%, Lowest 25% LG in Reading-62%, Lowest 25% LG in Math-74%, AYP 82%: White and Students with Disabilities did not make AYP in Reading. White, Blacks, Economically Disadvantaged and Students with Disabilities did not make AYP in Math.</p> <p>2009-10: Grade B: Reading Mastery-63%, Math Mastery-58%, Writing Mastery-83%, Science-44%, AYP 69%: White, Blacks, Hispanic, Economically Disadvantaged and Students with Disabilities did not make AYP in Reading. White, Blacks, Hispanic,</p>
-----------	--------------	---	---	----	---

2012-2013 School Improvement Plan (SIP)-Form SIP-1

					<p>Economically Disadvantaged and Students with Disabilities did not make AYP in Math.</p> <p>Principal of Port Saint Lucie Elementary</p> <p>2008-09: Grade A: Reading Mastery-74%, Math Mastery-76%, Writing Mastery-99%, Science-46%, AYP 92%: Blacks and Students with Disabilities did not make AYP in Reading. SWD did not make AYP in Math.</p> <p>2007-2008: Grade A: Reading Mastery-74%, Math Mastery-68%, Writing Mastery-82%, Science Mastery 44%, AYP 87%: Hispanics and SWD did not make AYP in Reading. Blacks, Hispanics and SWD did not make AYP in Math.</p> <p>2006-2007: Grade B: Reading Mastery-71%, Math Mastery-62%, Writing Mastery-75%, Science-49%, AYP 95%: Blacks did not make AYP in Reading. Economically Disadvantaged students did not make AYP in Math.</p> <p>2005-2006: Grade B: Reading Mastery-73%, Math Mastery-65%, Writing Mastery-74%, AYP 87%. SWD did not make AYP in Reading. Blacks, Economically Disadvantaged and SWD did not make AYP in Math.</p> <p>2004-2005: Grade A: Reading Mastery-81%, Math Mastery-69%, Writing Mastery-73%, AYP 90%. All subgroups proficient in Reading. Blacks did not make AYP in Math.</p> <p>2003-2004: Grade A: Reading Mastery-77%, Math Mastery-68%, Writing Mastery-84%, AYP: 93%. All subgroups proficient in Reading. English Language Learners and SWD did not make AYP in Math.</p>
--	--	--	--	--	---

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Assistant Principal	Benigna Montenegro	Early Childhood Education (Nursery-K) Elementary Education (1-6) School Principal (All Levels)	6	14	<p>Assistant Principal of Northport K-8 School</p> <p>2011-2012: Grade C: Reading Mastery-50%, Math Mastery-46%, Writing Mastery-70%, Science-36%, LG in Reading-67%, LG in Math 62%, Lowest 25% LG in Reading-61%, Lowest 25% LG in Math-56%,. AMO data not available.</p> <p><u>AYP Reading Data</u> All – 50% White – 58% Black – 39% Hispanic – 45% Asian – 63% Multi-Racial – 58% SWD – 18% LEP – 9% ED – 45%</p> <p><u>AYP Math Data</u> All – 47% White – 56% Black – 34% Hispanic – 43% Asian – 74% Multi-Racial – 43% SWD – 15% LEP – 0% ED – 43%</p> <p>2010-11: Grade B: Reading Mastery-67%, Math Mastery-59%, Writing Mastery-79%, Science-48%, LG in Reading-65%, LG in Math 67%, Lowest 25% LG in Reading-62%, Lowest 25% LG in Math-74%, AYP 82%: White and Students with Disabilities did not make AYP in Reading. White, Blacks, Economically Disadvantaged and Students with Disabilities did not make AYP in Math. 2009-2010: Grade: B Reading Mastery-63%, Math Mastery-58%, Writing Mastery-83%, Science-44%, AYP 69%: White, Blacks, Hispanic, Economically Disadvantaged and Students with Disabilities did not make AYP in Reading. White, Blacks, Hispanic,</p>
---------------------	--------------------	--	---	----	--

2012-2013 School Improvement Plan (SIP)-Form SIP-1

				<p>Economically Disadvantaged and Students with Disabilities did not make AYP in Math.</p> <p>2008-2009: Grade B: Reading Mastery-64%, Math Mastery-58%, Writing Mastery-85%, Science-37%, AYP 74%. Blacks, Hispanics, Economically Disadvantaged and Students with Disabilities did not make AYP in Reading. Whites, Blacks, Hispanics and ED students did not make AYP in Math.</p> <p>2007-2008: Grade B: Reading Mastery-63%, Math Mastery-56%, Writing Mastery-89%, Science-31%, AYP 67%. Blacks, Hispanics, ED and SWD did not make AYP in Reading. Whites, Blacks Hispanics, ED and SWD did not make AYP in Math.</p> <p>2006-2007: Grade C: Reading Mastery-57%, Math Mastery-52%, Writing Mastery-80%, Science-34%, AYP 72%. Blacks, Hispanics, ED and SWD did not make AYP in Reading. Whites, Blacks, Hispanics, ED and SWD did not make AYP in Math.</p> <p>Assistant Principal at Horace Mann Middle 2005-2006: Grade C: Reading Mastery-44%, Math Mastery-39%, Writing Mastery-79%, AYP: 79%. English Language Learners and Students with Disabilities did not make AYP in Reading. Blacks, Hispanics, Economically Disadvantaged, English Language Learners and SWD did not make AYP in Math.</p> <p>2004-2005: Grade C: Reading Mastery-32%, Math Mastery-35%, Writing Mastery-67%, AYP: 57%. Blacks, Hispanics, ED, ELL and SWD did not make AYP in Reading. Blacks, Hispanics, ED, ELL and SWD did not make AYP in Math. Students did not meet the writing criteria for AYP.</p> <p>2003-2004: Grade D: Reading Mastery-35%, Math Mastery-34%, Writing Mastery-79%, AYP 63%. Blacks, ED, ELL and SWD did not make AYP in Reading. Blacks, ED, ELL and SWD did not make AYP in Math.</p>
--	--	--	--	---

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Assistant Principal	Lorie Monroe	English (5-9) English (6-12) Educational Leadership (All Levels) Reading Endorsement	0	0	<p>Northport K-8 School's Data:</p> <p>2011-2012:Grade C: Reading Mastery-50%, Math Mastery-46%, Writing Mastery-70%, Science-36%, LG in Reading-67%, LG in Math 62%, Lowest 25% LG in Reading-61%, Lowest 25% LG in Math-56%,. AMO data not available.</p> <p>.</p> <p><u>AYP Reading Data</u> All – 50% White – 58% Black – 39% Hispanic – 45% Asian – 63% Multi-Racial – 58% SWD – 18% LEP – 9% ED – 45%</p> <p><u>AYP Math Data</u> All – 47% White – 56% Black – 34% Hispanic – 43% Asian – 74% Multi-Racial – 43% SWD – 15% LEP – 0% ED – 43%</p>
---------------------	--------------	---	---	---	---

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Instructional Coaches

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of School Grades, FCAT/statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and ambitious but achievable annual measurable objective (AMO) progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/ Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
--------------	------	-----------------------------	-----------------------------------	---	--

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Reading	Deborah Mock	Elementary Education (1-6) English for Speakers of Other Languages (ESOL) Endorsement Gifted, Endorsement	3	8	<p>Literacy Coach – Northport K-8 School</p> <p>2011-2012:Grade C: Reading Mastery-50%, Math Mastery-46%, Writing Mastery-70%, Science-36%, LG in Reading-67%, LG in Math 62%, Lowest 25% LG in Reading-61%, Lowest 25% LG in Math-56%,. AMO data not available.</p> <p><u>AYP Reading Data</u> All – 50% White – 58% Black – 39% Hispanic – 45% Asian – 63% Multi-Racial – 58% SWD – 18% LEP – 9% ED – 45%</p> <p><u>AYP Math Data</u> All – 47% White – 56% Black – 34% Hispanic – 43% Asian – 74% Multi-Racial – 43% SWD – 15% LEP – 0% ED – 43%</p> <p>Northport K-8 2010-11: Grade B: Reading Mastery-67%, Math Mastery-59%, Writing Mastery-79%, Science-48%, LG in Reading-65%, LG in Math 67%, Lowest 25% LG in Reading-62%, Lowest 25% LG in Math-74%, AYP 82%: White and Students with Disabilities did not make AYP in Reading. White, Blacks, Economically Disadvantaged and Students with Disabilities did not make AYP in Math.</p> <p>2009-2010: Grade B: Reading Mastery-63%, Math Mastery-</p>
---------	--------------	---	---	---	---

August 2012
 Rule 6A-1.099811
 Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

					<p>58%, Writing Mastery-83%, Science-44%, AYP 69%: White, Blacks, Hispanic, Economically Disadvantaged and Students with Disabilities did not make AYP in Reading. White, Blacks, Hispanic, Economically Disadvantaged and Students with Disabilities did not make AYP in Math.</p> <p>2008-2009: Grade A: Reading Mastery-74%, Learning Gains: 70%, Lowest 25% Gains: 61%. AYP 92%: Blacks and Students with Disabilities did not make AYP in Reading. 2007-2008: Grade A: Reading Mastery-74%, Learning Gains: 67%, Lowest 25% Gains: 70%. AYP 87%: Hispanics and SWD did not make AYP in Reading.</p> <p>2006-2007: Grade B: Reading Mastery-71%, Learning Gains: 72%, Lowest 25% Gains: 53%. AYP 95%: Blacks did not make AYP in Reading. 2005-2006: Grade B: Reading Mastery-73%, Learning Gains: 57%, Lowest 25% Gains: 56%. AYP 87%. SWD did not make AYP in Reading.</p> <p>2004-2005: Grade A: Reading Mastery-81%, Learning Gains: 70%, Lowest 25% Gains: 64%. AYP 90%. All subgroups proficient in Reading. 2003-2004: Grade A: Reading Mastery-77%, Learning Gains: 68%, Lowest 25% Gains: 56%. AYP 93%. All subgroups proficient in Reading.</p>
--	--	--	--	--	---

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Math Coach	Josie Bailey	Mathematics (6-12) Gifted Endorsement	0	0	<p>Northport K-8 School's Data:</p> <p>2011-2012:Grade C: Reading Mastery-50%, Math Mastery-46%, Writing Mastery-70%, Science-36%, LG in Reading-67%, LG in Math 62%, Lowest 25% LG in Reading-61%, Lowest 25% LG in Math-56%,. AMO data not available.</p> <p><u>AYP Reading Data</u> All – 50% White – 58% Black – 39% Hispanic – 45% Asian – 63% Multi-Racial – 58% SWD – 18% LEP – 9% ED – 45%</p> <p><u>AYP Math Data</u> All – 47% White – 56% Black – 34% Hispanic – 43% Asian – 74% Multi-Racial – 43% SWD – 15% LEP – 0% ED – 43%</p>
------------	--------------	--	---	---	--

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

Description of Strategy	Person Responsible	Projected Completion Date
1. Teacher mentoring Program (SHINE)	Principal	Ongoing
2. Professional Learning Communities	Administrators and Grade/ Department Chairs	Ongoing

August 2012
Rule 6A-1.099811
Revised April 29, 2011

2012-2013 School Improvement Plan (SIP)-Form SIP-1

3. Targeted Professional Development	Administrators	Ongoing
4. Teacher mentoring Program (SHINE)	Principal	Ongoing

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Total number of Instructional Staff	% of first-year teachers	% of teachers with 1-5 years of experience	% of teachers with 6-14 years of experience	% of teachers with 15+ years of experience	% of teachers with Advanced Degrees	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
93	4% (4)	25% (23)	29%(27)	41%(38)	31% (29)	87%(81)	17%(16)	6%(6)	52%(48)

Teacher Mentoring Program/Plan

Please describe the school’s teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Mala Woessner	Angel Bracero	Same Team / Team Chair	Monthly meetings, weekly planning opportunities between mentor and mentee, participation in the SLC NEST program

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Terrance Platt	James Kirk (Music/Chorus)	Close proximity / Common Interest / 21 st Century allows for afterschool interaction	Monthly meetings, weekly planning opportunities between mentor and mentee, participation in the SLC NEST program
Pam Mishler	Dulce Olivera	Same Team / Content Area	Monthly meetings, weekly planning opportunities between mentor and mentee, participation in the SLC NEST program
Chris Prusa	Kayln Nova	Same Team / Common Planning	Monthly meetings, weekly planning opportunities between mentor and mentee, participation in the SLC NEST program
Stephen Stirks	Josie Bailey	Instructional Coach / Close Proximity / Ability to Visit	Monthly meetings, weekly planning opportunities between mentor and mentee, participation in the SLC NEST program
Alexander Phillips	Thomas McDonald	ESE Chair	Monthly meetings, weekly planning opportunities between mentor and mentee, participation in the SLC NEST program

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Additional Requirements

Coordination and Integration-Title I Schools Only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A
Northport K-8 coordinates and integrates all federal, state, and local programs that impact the school. Title I dollars support three positions at the school to include the Literacy coach, and math coach. These coaches will work directly with teachers offering instructional support, modeling of effective strategies, and provide comprehensive professional development.
The guidance counselor will provide classroom lessons addressing bullying and taking responsibility for actions and self. The parent liaison offers support to our family involvement component.
Family Involvement Nights are planned this year highlighting ways in which parents can assist their children at home with academics in reading, writing, math, and science. A 3 rd Grade info night to prepare for the rigors of state testing will be offered at the beginning of the year. We will also offer a 6 th Grade parent orientation night to introduce parents to the credit based system that their child will be graded under throughout the middle school grades. Title I funds were also used to purchase professional books and materials to support professional development for the instructional staff.
Title I, Part C- Migrant
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training
Other

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI)

School-Based MTSS/RtI Team

2012-2013 School Improvement Plan (SIP)-Form SIP-1

The following are the MTSS Core Team Members for the 2012-2013 school year:

Role	Name	Position	Core Team Member (C) or Peripheral Team Member (P)
Administrator	Glenn Rustay	Principal	P
Administrator	Benigna Montenegro	Assistant Principal	P
Team Leader	Lorie Monroe	Assistant Principal	C
District Coach	Carolyn Torres	Educational Diagnostician	C
Secretary	Janice Wiecks	Teacher	C
Communication	Janice Wiecks	Teacher	C
Treasurer	Susan Matteson	Teacher	C
Data Reporter	Tom McDonald	ESE Co-Chair	C
MTSS Liaison	Diane Reynolds	Guidance Counselor - Elementary	C
MTSS Liaison	Phyllis Thomas	Guidance Counselor – Middle School	C
Product Book Manager	Sherri Yacovino	ESE Co-Chair	C
Time Keeper	Georgia Stone	Teacher	C
Fund Raiser	Tiffany Tredor	Teacher	C
N/A	Angela Guerin	Behavior Analyst	C
District Specialist	Mary Beth Makowski	MTSS Specialist	P
N/A	Bill Hicks	Dean	P
N/A	Agnes Brooks	Dean	P

2012-2013 School Improvement Plan (SIP)-Form SIP-1

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

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

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

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

The guidance counselors, school psychologist and behavior analyst will provide data to support the emotional, psychological and behavioral components of monitoring the students we educate. The MTSS core team chairs will use data to assist and determine professional development that the faculty and staff will need.

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The MTSS Leadership Team will meet on a regular basis to review the data for decision-making. Ideally meetings will be scheduled bi-weekly. The rationale for this cycle is to meet on referrals in a timely manner preferably within two weeks of the referral.

The team will use the *IDEAL* (Identify the problem, Define the problem, Explore invention options, Act on the invention plan and Look at results.) method to govern our meetings as well as school-based established norms.

Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP?

The MTSS Leadership Team will plan to meet with the School Advisory Council (SAC) and principal to help develop the SIP. The team will provide data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that need to be addressed; help set clear expectations for instruction (Rigor, Relevance, Relationship); facilitate the development of a systemic approach to teaching.

The team will explain the use of the IDEAL method. (Identify the problem, Define the problem, Explore invention options, Act on the invention plan and Look at results and procedures.)

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

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

Describe the plan to train staff on MTSS.

Faculty and staff were trained on the updated MTSS: B and PBS procedures on Monday, August 13th. An MTSS:A refresher training will be completed during professional development in September.

2012-2013 School Improvement Plan (SIP)-Form SIP-1

Describe the plan to support MTSS.

We have planned for our District MTSS liaison meet with grade groups to assist with the refresher trainings in August and September. We have also created a MTSS checklist to ensure we are following proper procedures with the ultimate goal to earn “model school status” for the 2012-2013 school year.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Glenn Rustay
Benigna Montenegro
Lorie Monroe
Debbie Mock
Megan Wagner
Lorena Ampuero
Susan Matteson
Lynn Gruska
Georgia Stone

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The Literacy Leadership Team will meet on a monthly basis and will review the implementation of SLC’s Literacy Routines. This team will work in conjunction with the MTSS team and recommend strategies that will increase our student achievement. This team will also assist in the promotion of Northport’s yearly Literacy initiatives including our Family Reading Night and Young Authors among others.

What will be the major initiatives of the LLT this year?
TBD at our September Meeting

Public School Choice

- **Supplemental Educational Services (SES) Notification**

Upload a copy of the SES Notification to Parents in the designated upload link on the “Upload” page.

2012-2013 School Improvement Plan (SIP)-Form SIP-1

****Elementary Title I Schools Only: Pre-School Transition***

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

We monitor local VPK programs and provide students with an early KG orientation with skill assessment through ECHOs testing

****Grades 6-12 Only*** Sec. 1003.413 (2)(b) F.S

For schools with grades 6-12, how does the school ensure that every teacher contributes to the reading improvement of every student?

All middle school literacy teachers (reading and Language Arts) at Northport K – 8 have made a commitment to SLC’s Literacy Plan and routines including independent reading. In addition, teachers in the content areas of Science, Social Studies, and technical subjects utilize strategies within the SLC Literacy Plan as well as incorporate the Common Core State Standards into every lesson.

****High Schools Only***

Note: Required for High School-Sec. 1003.413(2)(g), (2)(j) F.S.

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

How does the school incorporate students’ academic and career planning, as well as promote student course selections, so that students’ course of study is personally meaningful?

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.