



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Ashton Elementary School

5110 ASHTON RD

Sarasota, FL 34233

941-361-6440

www.sarasotacountyschools.net/ashton

School Demographics

School Type Elementary School	Title I No	Free and Reduced Lunch Rate 34%
Alternative/ESE Center No	Charter School No	Minority Rate 24%

School Grades History

2013-14 A	2012-13 A	2011-12 A	2010-11 A
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

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 two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Ashton Elementary School

Principal

Renouf Chris

School Advisory Council chair

Stacy Sanders

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Chris Renouf	Principal
Jacob Ruscoe	Assistant Principal
Sandy Boyajian	K Team Leader
Lynne Hall	1st Grade Team Leader
Denise Isaacson	2nd Grade Team Leader
Kelly Phillips	3rd Grade Team Leader
Sandy Ahles	4th Grade Team Leader
Stacy Sanders	5th Grade Team Leader
Mary Ward	Specials Team Leader
Holly Chambers	ESE Teachers

District-Level Information

District

Sarasota

Superintendent

Mrs. Lori White

Date of school board approval of SIP

11/19/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Susan Babicz - Teacher;
 Keith Baker - Parent;
 Holly Chambers - Teacher;
 Laura Dethloff - Business Partner;
 Karen Dewitt - Teacher;
 Krista Evans - Parent;

Melissa Giovanni-Walters - Teacher;
Rachel Montisano - Teacher;
Ana Palacio - Parent
Michelle Ralich - Admin Asst.
Paul Redington - Teacher;
Christopher Renouf - Principal;
Maria Rizzo - Parent;
Stacy Sanders - Teacher;
Rita Spada - Teacher;
Stacey Stroth - Parent;
Jim Studebaker - Parent;
Nancy Vefeas - Parent;
Teri Zebkar - Parent;
Michelle Borrero - Parent;
PTO Executive Board Rep - PTO

Involvement of the SAC in the development of the SIP

All school data and goals are reviewed with SAC for input. Memebers are encouraged to offer input to the plan. Furthermore, the final plan is reviewed with all members for approval before being submitted to the State.

Activities of the SAC for the upcoming school year

1. Oversee SAC funds and their use and distribuion
2. Review and approve school budgets
3. Participation in school-wide community project

Projected use of school improvement funds, including the amount allocated to each project

N/A - SIP funds were not allocated by the State this year.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Renouf Chris		
Principal	Years as Administrator: 18	Years at Current School: 2
Credentials	Degrees: M.S. Elementary Education; Ed.S. Educational Leadership Certifications: Elementary Ed 1-6; Special Ed K-12; Ed Leadership K-12; School Principal K-12	
Performance Record	During his tenure as Principal at Ashton Elementary, he helped the school attain recognition as a "High Performing Model School" as noted by the Florida School Report. He also has led Ashton to achieving an "A" rating by the State Grading System nine of the ten years he has served as the school's Principal. Over the six years serving as Principal at Toledo Blade Elementary, the school achieved an "A" rating by the State Grading System and successfully met 100% of AYP requirements each year.	

Ruscoe Jacob		
Asst Principal	Years as Administrator: 9	Years at Current School: 3
Credentials	Degrees: B.S. Special Education; M.S.Educational Leadership; Ed.D.Administration Certifications: Elementary Ed 1-6; Special Education K-12; Ed Leadership K-12; School Principal K-12	
Performance Record	During his work as an assistant principal, he helped his schools attain a school grade of A all 8 years. In addition, over that span, achievement levels rose by an average of 7 points per subject area during his time at each school.	

Classroom Teachers

# of classroom teachers	50
# receiving effective rating or higher	50, 100%
# Highly Qualified Teachers	92%
# certified in-field	46, 92%
# ESOL endorsed	46, 92%
# reading endorsed	12, 24%

with advanced degrees

39, 78%

National Board Certified

1, 2%

first-year teachers

1, 2%

with 1-5 years of experience

4, 8%

with 6-14 years of experience

21, 42%

with 15 or more years of experience

25, 50%

Education Paraprofessionals**# of paraprofessionals**

5

Highly Qualified

5, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Administration is responsible for:

* Hiring based on knowledge and demonstration of best practices. We hired two new instructional staff members. Both displayed documented, high levels of performance in their prior schools. Our team focused on student data results and implementation of effective instructional strategies when making our selections.

* Establishing high standards and maintaining open communication involving all stakeholders.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

We have one teacher who is new and participating in our SCIP mentoring program. This follows district criteria to establish support for the new teacher as well as to provide administration with

documented evidence of highly effective strategies and instruction provided by the teacher to her students.

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

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The team meets regularly each Tuesday to discuss individual students and their progress toward the grade level curriculum. This multi-disciplinary team is responsible for aligning needs of the students to specific interventions and instruction. The members of the RTI team meet weekly with grade level teams to discuss student progress.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Chris Renouf - Administrative Support
 Jacob Ruscoe - Administrative Support
 Ileana Capilla - Group Facilitator
 Holly Chambers - ESE Liaison/Record Keeper
 Paula Lindsey - Guidance Support
 Anita Stephens - Social Worker
 Donna Fleece - School Psychologist

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Our leadership team conducts regular reviews to be sure that we are using this system for its intended purpose. The RTI team is used to help identify those specific students who need assistance and are in student groups identified on the SIP that are in need of improvement. The RTI problem-solving process is used to correctly identify the students, examine the instruction they are receiving and adjust/provide instruction and interventions as necessary to promote student growth. The frequent evaluation of student progress by the RTI team helps ensure that identified students are making progress and that areas of need are being addressed.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

The data used to identify students is multi-metric. We utilize student FCAT data for reading and math, FAIR data for reading. SuccessMaker data for reading and math, FCAT and LEARN data for science, district benchmark assessments for math, FCAT and regular writing prompt results for writing and ongoing progress monitoring data for reading and math. The data management system used to summarize this data is a progress monitoring spreadsheet that we have created to track these results. In addition, we use the district's AS400 data management system to track student behavior results.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The data used to identify students is multi-metric. We utilize student FCAT data for reading and math, FAIR data for reading. SuccessMaker data for reading and math, FCAT and LEARN data for science, district benchmark assessments for math, FCAT and regular writing prompt results for writing and

ongoing progress monitoring data for reading and math. The data management system used to summarize this data is a progress monitoring spreadsheet that we have created to track these results. In addition, we use the district's AS400 data management system to track student behavior results.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 21,900

We offer an array of enrichment and academic opportunities to enhance the overall child. These include but not limited to: Spanish, Violin, Chorus, Drama, Tennis, Mileage Club, and Scouts.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Performance based tasks from each enrichment opportunity are presented to demonstrate mastery and effectiveness of the programs.

Who is responsible for monitoring implementation of this strategy?

School Administration

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Chris Renouf	Principal
Jacob Ruscoe	Assistant Principal
Sandy Boyajian	K Team Leader
Lynne Hall	1st Grade Team Leader
Denise Isaacson	2nd Grade Team Leader
Kelly Phillips	3rd grade Team Leader
Sandy Ahles	4th Grade Team Leader
Stacy Sanders	5th Grade Team Leader
Mary Ward	Specials Team Leader
Holly Chambers	ESE Team Leader

How the school-based LLT functions

The LLT team meets monthly to discuss literacy initiatives. Grade level representatives meet with team members to introduce and implement literacy initiatives in the classroom.

Major initiatives of the LLT

Use of new Reading Series
Implementation of Common Core
Identify remedial students
Literacy Night @ Barnes and Noble
Reading Counts Incentives
Book Fair Nights
Principal Book Club

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Our school implements a screening program over the summer to identify student readiness and allows teachers to instruct at appropriate levels. We also offer tours of our facility to better prepare families for the transition. Our primary teachers are well versed in the developmental needs of early childhood development for their students and integrate these into their daily program.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	85%	80%	No	87%
American Indian				
Asian	86%	59%	No	87%
Black/African American				
Hispanic	81%	79%	No	83%
White	86%	83%	No	87%
English language learners	69%		No	72%
Students with disabilities	44%		No	50%
Economically disadvantaged	75%	72%	No	78%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	132	29%	33%
Students scoring at or above Achievement Level 4	231	51%	55%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	322	71%	73%
Students in lowest 25% making learning gains (FCAT 2.0)	82	72%	74%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	36	62%	79%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	21	38%	65%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	21	38%	63%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	133	81%	83%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	78%	75%	No	80%
American Indian				
Asian	86%	71%	No	87%
Black/African American				
Hispanic	73%	62%	No	75%
White	79%	79%	Yes	81%
English language learners	58%		No	63%
Students with disabilities	47%	30%	No	52%
Economically disadvantaged	65%	64%	No	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	154	34%	38%
Students scoring at or above Achievement Level 4	188	41%	45%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	349	77%	79%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	70	62%	66%

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	36	28%	32%
Students scoring at or above Achievement Level 4	66	51%	55%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	7		8
Participation in STEM-related experiences provided for students	840	100%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	49	5%	4%
Students retained, pursuant to s. 1008.25, F.S.	12	1%	1%
Students who are not proficient in reading by third grade	28	18%	16%
Students who receive two or more behavior referrals	8	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	6	0%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Approximate 93% of families will be involved in school activities

Approximate 85% Parents will become familiar with the utilization of online school resources

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parents will be involved in school activities	725	91%	93%
Parents will become familiar with the utilization of online school resources	N/A	N/A%	85%

Area 10: Additional Targets**Additional targets for the school****Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3 & 4). There will be a minimum of a two percentage point increase for all s
- G2.** By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. There will be a minimum of a two percentage point increase for all student gro
- G3.** By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3 & 4). There will be a minimum of a two percentage point increase for all s
- G4.** By the year 2014, there will be a minimum of a four percentage point increase when less than 75% are currently demonstrating 3.5 or higher on the writing essay. There will be a minimum of a two percentage point increase for all student groups where 75% o
- G5.** By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for all s
- G6.** By the year 2014, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile.
- G7.** This school year 100% of instructional staff will participate in Reading Wonders Training to help gain knowledge in and improve instruction in all areas of Common Core, Reading Comprehension, Fluency, and Phomemic Awareness. This professioanl development
- G8.** By the year 2014, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile.
- G9.** By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. There will be a minimum of a two percentage point increase for all student gro
- G10.** By the year 2014, there will be a reduction of suspensions from the previous year. If the current percentage of suspensions is 10% or less, the school will maintain or decrease the percentage. If the current percentage is between 11-49%, the school will

Goals Detail

G1. By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3 &4). There will be a minimum of a two percentage point increase for all s

Targets Supported

- Reading (AMO's, FCAT2.0)

Resources Available to Support the Goal

- Reading Wonders Professional Development; CPT Sessions; TST Sessions; Literacy Nights; ACE Tutorng; Reading Remediation Support

Targeted Barriers to Achieving the Goal

- Scheduling; New Material (Depth and Scope); Gaps in Student Achievement

Plan to Monitor Progress Toward the Goal

Individual TST/Data sessions ; Student Achievemnt Data

Person or Persons Responsible

Administration

Target Dates or Schedule:

Quarterly Review

Evidence of Completion:

TST Review Notes

G2. By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. There will be a minimum of a two percentage point increase for all student gro

Targets Supported

- Reading (AMO's, FCAT2.0)

Resources Available to Support the Goal

- Reading Remediation Support; ACE Tutoring; District and School Professional Development

Targeted Barriers to Achieving the Goal

- Lack of funding; Mandated two hour instructional reading block in addition to additional support

Plan to Monitor Progress Toward the Goal

Individual Data Checks with ALL teachers to monitor student progress

Person or Persons Responsible

Administration

Target Dates or Schedule:

Quarterly Review

Evidence of Completion:

Final student achievement data

G3. By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3 &4). There will be a minimum of a two percentage point increase for all s

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0)

Resources Available to Support the Goal

- Professional Development; CPT Sessions;

Targeted Barriers to Achieving the Goal

- Lack of Funding for Additional Resources; Varying levels of student performance

Plan to Monitor Progress Toward the Goal

TST Data Review Sessions; Teacher Observations

Person or Persons Responsible

Administration

Target Dates or Schedule:

Quarterly Review

Evidence of Completion:

TST Notes; PRIDE Ongoing Review Forms

G4. By the year 2014, there will be a minimum of a four percentage point increase when less than 75% are currently demonstrating 3.5 or higher on the writing essay. There will be a minimum of a two percentage point increase for all student groups where 75% o

Targets Supported

- Writing

Resources Available to Support the Goal

- Summer Writing Training; CPT Sessions

Targeted Barriers to Achieving the Goal

- Cross Curricular Planning; Transition of writing standars from FCAT 2.0 to Common Core

Plan to Monitor Progress Toward the Goal

Committee Meeting Outcomes; Ongoing Review of Data

Person or Persons Responsible

Administration

Target Dates or Schedule:

Ongoing throught the year

Evidence of Completion:

Committee Notes; Student Achievement Data

G5. By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for all s

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Science Lab on Specials Wheel; Science Fair; Scientific Based School Projects; Departmentalization for Grade 5

Targeted Barriers to Achieving the Goal

- Instructional Time with 2 hour ELA Block; Current High Performance

Plan to Monitor Progress Toward the Goal

Review with teams and team leaders; Feedback from staff

Person or Persons Responsible

Administration

Target Dates or Schedule:

Ongoing throughout the year

Evidence of Completion:

CPT and Team eader Notes; Staff Feedback

G6. By the year 2014, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile.

Targets Supported

- Reading (FCAT2.0, Learning Gains, Postsecondary Readiness)

Resources Available to Support the Goal

- Reading Wonders Series; Reading Remediation Support

Targeted Barriers to Achieving the Goal

- Limited instructional and financial suport due to current staffing and budget constraints

Plan to Monitor Progress Toward the Goal

Feedback on TST Sessions Student Achieveemnt Data Review form Remediation Programs

Person or Persons Responsible

Administration

Target Dates or Schedule:

Ongoing throughout the year

Evidence of Completion:

Feedback Cards; Student Data

G7. This school year 100% of instructional staff will participate in Reading Wonders Training to help gain knowledge in and improve instruction in all areas of Common Core, Reading Comprehension, Fluency, and Phonemic Awareness. This professional development

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

Resources Available to Support the Goal

- Reading Wonders Consultants; District Webinars; District Support Staff Training; CPT discussions and trainings focused on Reading Wonders implementation;

Targeted Barriers to Achieving the Goal

- Funding; Allocation of time; Substitute instruction while teachers are training

Plan to Monitor Progress Toward the Goal

Regular Team Leader Meetings; Ongoing Progress Monitoring; TST Sessions

Person or Persons Responsible

School Administration

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Meeting and review notes

G8. By the year 2014, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Supplemental Math Materials; PD Opportunities

Targeted Barriers to Achieving the Goal

- Limited instructional and financial support due to current staffing and budget constraints

Plan to Monitor Progress Toward the Goal

Quarterly review of progress; TST Documentation; Student Achievement Review

Person or Persons Responsible

Administration

Target Dates or Schedule:

Ongoing throughout the year

Evidence of Completion:

TST Notes; Student Achievement Data

G9. By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. There will be a minimum of a two percentage point increase for all student gro

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Math Fluency Implementation Mountain Math Program

Targeted Barriers to Achieving the Goal

- Limited instructional and financial suport due to current staffing and budget constraints

Plan to Monitor Progress Toward the Goal

Student Achievement Data; Ongoing PRIDE Documentation

Person or Persons Responsible

Administration

Target Dates or Schedule:

Ongoing throughout the year

Evidence of Completion:

Student Achievement Data; Final PRIDE Documentation

G10. By the year 2014, there will be a reduction of suspensions from the previous year. If the current percentage of suspensions is 10% or less, the school will maintain or decrease the percentage. If the current percentage is between 11-49%, the school will

Targets Supported

Resources Available to Support the Goal

- PBS Program

Targeted Barriers to Achieving the Goal

- Family Situations; Learned Behaviors

Plan to Monitor Progress Toward the Goal

Ongoing Review of project completion

Person or Persons Responsible

PBS Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Final PBS Reward Schedule

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3 &4). There will be a minimum of a two percentage point increase for all s

G1.B1 Scheduling; New Material (Depth and Scope); Gaps in Student Achievement

G1.B1.S1 1. Creative Scheduling to increase instructional remediation; 2. Ongoing professional development to address new series and continuous collaboration to implement effective strategies and resources; 3. Reading remediation groups; TST sessions; CPT Sessions all aimed at identifying areas of weakness

Action Step 1

Organization of Schedules; Organization and facilitation of PD and Data review; Ongoing monitoring of remediation and intervention strategies

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Completed schedules; Professional Development Sessions; TST Sessions

Facilitator:

Administration

Participants:

Administration

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

Continual review of schedules and PD sessions offered as well as the implementation of interventions and related resources.

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

PD Training; Data Sessions; CPT Sessions; Schedule Implementation

Plan to Monitor Effectiveness of G1.B1.S1

Student Achievement Results; Teacher Feedback

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Studenta Achievement Results; Feedback Cards

G2. By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. There will be a minimum of a two percentage point increase for all student gro

G2.B1 Lack of funding; Mandated two hour instructional reading block in addition to additional support

G2.B1.S1 1. Use of staffing resources already in place; 2. CPT brainstorming; 3. Afterschool options; 4. Cross teaching options based on schedules

Action Step 1

Collaboration with teams; Team Leader curriculum planning; Ongoing review of data

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Team Notes Documentation; TST Sessions

Facilitator:

Administration

Participants:

Administration

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

Monthly Team Leader meetings to address needs; Regular data reviews to discuss success

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Data documentation

Plan to Monitor Effectiveness of G2.B1.S1

Review of data results Feedback from teachers

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Overall student data achievement

G3. By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3 &4). There will be a minimum of a two percentage point increase for all s

G3.B1 Lack of Funding for Additional Resources; Varying levels of student performance

G3.B1.S1 1. Use of current materials combined with free resource strategies such as implementation of Math Fluency; 2. Use of Mountain Math to pre-teach and address Gaps

Action Step 1

Review of Math Fluency Strategies; Mountain Math Collaboration; Scheduling to focus on Math achievement

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Observation of lessons; Achievement Data

Facilitator:

Administration

Participants:

Administration

Plan to Monitor Fidelity of Implementation of G3.B1.S1

TST Discussions; Classroom Observations

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

TST Notes; PRIDE Documentation

Plan to Monitor Effectiveness of G3.B1.S1

Review of student achievement data

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Mastery of math facts; Increases in achievement data

G4. By the year 2014, there will be a minimum of a four percentage point increase when less than 75% are currently demonstrating 3.5 or higher on the writing essay. There will be a minimum of a two percentage point increase for all student groups where 75% o

G4.B1 Cross Curricular Planning; Transition of writing standars from FCAT 2.0 to Common Core

G4.B1.S1 1. Cross curricular planning committee to establish grade level writing benchmarks that are fluid K-5; 2. Strategies to incorporate both essay writing as well as "Writing to Explain" integrated into daily teaching

Action Step 1

Coordination of multi grade level committee; Establishment of grade level writing benchmarks; Facilitation of benchmarks and strategies to all staff; Ongoing PD on writing strategies

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Grade Level Writing Benchmarks; CPT Notes

Facilitator:

Administration

Participants:

Administration

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Monitor progress of committee; Ongoing facilitation and training of staff

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing throughout year

Evidence of Completion

Committee Notes; Benchmark Progress

Plan to Monitor Effectiveness of G4.B1.S1

Teacher feedback; Student Achievement Data

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Student Achievement Data; Final Writing Benchmarks

G5. By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for all s

G5.B1 Instructional Time with 2 hour ELA Block; Current High Performance

G5.B1.S1 1. Integration of Science into ELA Block; 2. Continued integration of Science in outside academic areas and school functions

Action Step 1

Ongoing Reading Wonders Training; Implementation of school functions

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Training Documentation; School Events

Facilitator:

Administration

Participants:

Administration

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Monitoring and participation in trainings; Organization of events

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Training logs; Completed school functions

Plan to Monitor Effectiveness of G5.B1.S1

Student achievement data review; School Community Feedback

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Student Achievement Data; Feedback from school stakeholders

G6. By the year 2014, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile.

G6.B1 Limited instructional and financial support due to current staffing and budget constraints

G6.B1.S1 1. Teacher Support Team Monitoring; 2. ACE and Student Remediation; 3. CPT training sessions on interventions and instructional support

Action Step 1

Review of all student data; Ongoing collaboration with constant reviews by teachers and admin to gauge effectiveness

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

TST Session Notes

Facilitator:

Administration

Participants:

Administration and Teachers

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Administration will personally facilitate all sessions; Administration will oversee the scheduling and implementation of remediation activities

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

TST Notes; Remediation Activities and schedules

Plan to Monitor Effectiveness of G6.B1.S1

TST Feedback; Student Achievement Data

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Learning Gains Data

G7. This school year 100% of instructional staff will participate in Reading Wonders Training to help gain knowledge in and improve instruction in all areas of Common Core, Reading Comprehension, Fluency, and Phonemic Awareness. This professional development

G7.B1 Funding; Allocation of time; Substitute instruction while teachers are training

G7.B1.S1 1. Use of professional collaboration and outside knowledge; 2. Utilization of CPT time; 3. Clustering of substitutes

Action Step 1

Monitoring of progress; Organization of substitutes; Organization of training; Monitoring of CPT discussions; Regular Feedback Practices

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Documentation of Training; CPT Notes; Evidence based results from Reading Wonders

Facilitator:

School administration

Participants:

Administrative Team

Plan to Monitor Fidelity of Implementation of G7.B1.S1

Feedback from teams; PD attendance; CPT discussions; Feedback Discussions

Person or Persons Responsible

School Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Documented Attendance; CPT Documentation; Final Evaluations

Plan to Monitor Effectiveness of G7.B1.S1

Ending assessment Data

Person or Persons Responsible

School Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Final assessment results; Final teacher attendance records

G8. By the year 2014, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile.

G8.B1 Limited instructional and financial support due to current staffing and budget constraints

G8.B1.S1 1. Differentiated Instruction; 2. Implementation of Research Based Math Strategies and Programs

Action Step 1

Pride Observations; Focused Math Scheduling; Ongoing PD on math strategies

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Pride Documentation; Master Schedule; PD Documentation

Facilitator:

Administration

Participants:

Administration

Plan to Monitor Fidelity of Implementation of G8.B1.S1

Pride Observation Data Review Sessions (TST)

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Observation Documentation; TST Notes

Plan to Monitor Effectiveness of G8.B1.S1

Student Data Review; Feedback from staff

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Final Student Achievement Data; Feedback Cards

G9. By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. There will be a minimum of a two percentage point increase for all student gro

G9.B1 Limited instructional and financial support due to current staffing and budget constraints

G9.B1.S1 1. TST Review Sessions; 2. Math Fluency Daily; 3. Mountain Math Continued Implementation; 4. Math Focus in Master Scheduling

Action Step 1

TST Review Sessions; Implementation of Daily Math Fluency; Continuation of daily Mountain Math; Master Schedule to reflect math focus

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

TST Notes; Teacher Observations; Master Schedule

Facilitator:

Administration

Participants:

Administration

Plan to Monitor Fidelity of Implementation of G9.B1.S1

Personal oversight to TST Sessions; Ongoing observation for math implementation

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

TST Notes; PRIDE Documentation

Plan to Monitor Effectiveness of G9.B1.S1

Teacher Feedback; Student Achievement Data

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

TST Notes; Feedback Cards

G10. By the year 2014, there will be a reduction of suspensions from the previous year. If the current percentage of suspensions is 10% or less, the school will maintain or decrease the percentage. If the current percentage is between 11-49%, the school will

G10.B1 Family Situations; Learned Behaviors

G10.B1.S1 1. PBS School-wide Recognition Programs

Action Step 1

Creation of School-wide Recognition program for Positive Behavior

Person or Persons Responsible

PBS Team

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Organized Activities

Plan to Monitor Fidelity of Implementation of G10.B1.S1

Collaboration to create a school-wide program

Person or Persons Responsible

PBS Team

Target Dates or Schedule

Monthly

Evidence of Completion

PBS Notes

Plan to Monitor Effectiveness of G10.B1.S1

Student and Staff Feedback; Referral Reduction

Person or Persons Responsible

PBS Team

Target Dates or Schedule

Monthly

Evidence of Completion

Survey Cards; Discipline Records

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title II funds will be used to support goals requiring professional development.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3 & 4). There will be a minimum of a two percentage point increase for all s

G1.B1 Scheduling; New Material (Depth and Scope); Gaps in Student Achievement

G1.B1.S1 1. Creative Scheduling to increase instructional remediation; 2. Ongoing professional development to address new series and continuous collaboration to implement effective strategies and resources; 3. Reading remediation groups; TST sessions; CPT Sessions all aimed at identifying areas of weakness

PD Opportunity 1

Organization of Schedules; Organization and facilitation of PD and Data review; Ongoing monitoring of remediation and intervention strategies

Facilitator

Administration

Participants

Administration

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Completed schedules; Professional Development Sessions; TST Sessions

G2. By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. There will be a minimum of a two percentage point increase for all student groups

G2.B1 Lack of funding; Mandated two hour instructional reading block in addition to additional support

G2.B1.S1 1. Use of staffing resources already in place; 2. CPT brainstorming; 3. Afterschool options; 4. Cross teaching options based on schedules

PD Opportunity 1

Collaboration with teams; Team Leader curriculum planning; Ongoing review of data

Facilitator

Administration

Participants

Administration

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Team Notes Documentation; TST Sessions

G3. By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3 &4). There will be a minimum of a two percentage point increase for all s

G3.B1 Lack of Funding for Additional Resources; Varying levels of student performance

G3.B1.S1 1. Use of current materials combined with free resource strategies such as implementation of Math Fluency; 2. Use of Mountain Math to pre-teach and address Gaps

PD Opportunity 1

Review of Math Fluency Strategies; Mountain Math Collaboration; Scheduling to focus on Math achievement

Facilitator

Administration

Participants

Administration

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Observation of lessons; Achievement Data

G4. By the year 2014, there will be a minimum of a four percentage point increase when less than 75% are currently demonstrating 3.5 or higher on the writing essay. There will be a minimum of a two percentage point increase for all student groups where 75% o

G4.B1 Cross Curricular Planning; Transition of writing standars from FCAT 2.0 to Common Core

G4.B1.S1 1. Cross curricular planning committee to establish grade level writing benchmarks that are fluid K-5; 2. Strategies to incorporate both essay writing as well as "Writing to Explain" integrated into daily teaching

PD Opportunity 1

Coordination of multi grade level committee; Establishment of grade level writing benchmarks; Facilitation of benchmarks and strategies to all staff; Ongoing PD on writing strategies

Facilitator

Administration

Participants

Administration

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Grade Level Writing Benchmarks; CPT Notes

G5. By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for all s

G5.B1 Instructional Time with 2 hour ELA Block; Current High Performance

G5.B1.S1 1. Integration of Science into ELA Block; 2. Continued integration of Science in outside academic areas and school functions

PD Opportunity 1

Ongoing Reading Wonders Training; Implementation of school functions

Facilitator

Administration

Participants

Administration

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Training Documentation; School Events

G6. By the year 2014, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile.

G6.B1 Limited instructional and financial support due to current staffing and budget constraints

G6.B1.S1 1. Teacher Support Team Monitoring; 2. ACE and Student Remediation; 3. CPT training sessions on interventions and instructional support

PD Opportunity 1

Review of all student data; Ongoing collaboration with constant reviews by teachers and admin to gage effectiveness

Facilitator

Administration

Participants

Administration and Teachers

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

TST Session Notes

G7. This school year 100% of instructional staff will participate in Reading Wonders Training to help gain knowledge in and improve instruction in all areas of Common Core, Reading Comprehension, Fluency, and Phonemic Awareness. This professional development

G7.B1 Funding; Allocation of time; Substitute instruction while teachers are training

G7.B1.S1 1. Use of professional collaboration and outside knowledge; 2. Utilization of CPT time; 3. Clustering of substitutes

PD Opportunity 1

Monitoring of progress; Organization of substitutes; Organization of training; Monitoring of CPT discussions; Regular Feedback Practices

Facilitator

School administration

Participants

Administrative Team

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Documentation of Training; CPT Notes; Evidence based results from Reading Wonders

G8. By the year 2014, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile.

G8.B1 Limited instructional and financial support due to current staffing and budget constraints

G8.B1.S1 1. Differentiated Instruction; 2. Implementation of Research Based Math Strategies and Programs

PD Opportunity 1

Pride Observations; Focused Math Scheduling; Ongoing PD on math strategies

Facilitator

Administration

Participants

Administration

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Pride Documentation; Master Schedule; PD Documentation

G9. By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. There will be a minimum of a two percentage point increase for all student gro

G9.B1 Limited instructional and financial suport due to current staffing and budget constraints

G9.B1.S1 1. TST Review Sessions; 2. Math Fluency Daily; 3. Mountain Math Continued Implementation; 4. Math Focus in Master Scheduling

PD Opportunity 1

TST Review Sessions; Implementation of Daily Math Fluency; Continuation of daily Mountain Math; Master Schedule to reflect math focus

Facilitator

Administration

Participants

Administration

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

TST Notes; Teacher Observations; Master Schedule

Appendix 2: Budget to Support School Improvement Goals