Triad

2014-15 School Improvement Plan

Triad

4430 BENEVA RD, Sarasota, FL 34233

www.sarasota-ymca.org

School Demographics

School Type	Title I	Free/Reduced Price Lunch
High	Yes	%

Alternative/ESE Center	Charter School	Minority
No	No	%

School Grades History

Year

Grade

School Board Approval

This plan was approved by the Sarasota County School Board on 11/18/2014.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The Triad Alternative Program is a group of dedicated professionals who believe that through guidance, encouragement and understanding a difference can be made in the lives of youth, regardless of their history, ethnic origin, affiliation or socio-economic level. Our mission is to provide a safe, nurturing, healthy environment. Emphasis is placed on teaching a strong work ethic and the values of personal responsibility, family, community and educational success.

Provide the school's vision statement

Triad students will develop intellectually, emotionally, and physically to their highest potential in an environment that is stimulating, caring, and supportive. The program integrates a behavior modification approach with academic focus to facilitate character development and academic success in the areas of reading, writing, mathematics and social studies.

School Environment

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

The school learns about students' culture and supports staff in building relationships between teachers and students by incorporating the following: Ruby Payne training, Mandtt Relationship System, and Positive Behavior System. Behavior Intervention Specialists support students in setting monthly goals and conduct bi-weekly advising sessions with each of their students. Our low student to staff ratio promotes relationship building. Teachers, Behavior Intervention Specialists and counselors meets on a weekly basis for case review to discuss student progress, identify the needs of individual students, and work together to develop and monitor the effectiveness of support systems and interventions that promote academic and behavior success.

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

Teachers, Behavior Intervention Specialists and Counselors gather together in the morning to greet students as they arrive on campus providing immediate supervision and support to ensure safety. Students are expected to consistently meet the Behavior Expectations of Respect, Responsibility, Positive Attitude and Participation. This includes adherence to dress code, maintaining personal space, remaining in supervision, being polite and respectful to peers and staff, and transitioning in an orderly and quiet manner. Behavior Intervention Specialists are with their assigned students throughout the school day, providing support, encouragement and re-direction as necessary. At the end of the day, staff gathers at classroom doorways and building exits to support students in an orderly exit.

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

The program is built on the foundation of the Core Values of the Y: Caring, Honesty, Respect and Responsibility. Students carry point cards throughout the school day and earn points each period of

the day for Attendance, Respect, Responsibility, Positive Attitude and Participation. All staff is responsible for ensuring that the behavior system is clearly and consistently enforced. Behavior system training is conducted prior to the beginning of the school year and the case review meetings each week provide ongoing support. Students who do not meet behavior expectations during the school day are held for second dismissal. Students who do not meet the required points during the week perform community service. Alternate room placement, loss of privileges, and parent meetings are first-line interventions to encourage positive changes.

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

The Triad staffing includes licensed mental health counselors, social workers and guidance counselors provide individual, family, group and crisis counseling. Behavior Intervention Specialist provide students with support throughout the school day and guide students toward meeting behavior expectations. Partner agencies provide on-site mentoring services, grief counseling (Tidewell Hospice), services for homeless students, health/sexual education (Health Department and Planned Parenthood), and substance abuse counseling. SPARCC and Y Achievers are also partner agencies. Student referrals are made for additional services, such as residential dual-treatment programs and community-based mental health agencies.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

100% of students that were enrolled last school year entered the program with 1 or more of these early warning indicators (all students entered the program following a 10-day suspension due to committing an expellable offense:
- 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-

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

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

Indicator	Grade Level							Total
	6	7	8	9	10	11	12	
Attendance below 90 percent	3	5	3	3	5	2	4	25
One or more suspensions	4	8	13	28	24	10	6	93
Course failure in ELA or Math	2	4	5	9	12	2	4	38
Level 1 on statewide assessment	1	4	9	12	11	4	2	43

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

Indicator	Grade Level							Total
	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	3	6	10	17	17	6	5	64

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

- Intensive Math and Reading courses for all grade levels.
- 1-1 and group tutoring after regular school hours, 4 days a week.
- Differentiated Learning
- Cooperative Learning
- Credit Retrieval option
- Summer session for all Core subjects for students needing to complete coursework, retake a course or in need of credit retrieval.
- Attendance is closely monitored. For students who are absent, personal phone calls are made to the parent / guardian within 1 hour after the beginning of the school day. Students are held for 2nd dismissal to complete any missed assignments. Parent meetings conducted for ongoing attendance concerns.
- Suspensions are used as a last intervention.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/216043.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The Triad Alternative Program sustains partnerships with the local community through the Parent Involvement committee, through the support of the corporate YMCA offices and through community outreach. The Parent Involvement Group meets monthly at Triad and encourages both students and parent to attend. Pledge Cards are used by group members to secure resources to both enrich curriculum and support the school. During Family Literacy Night, the local librarian visits campus and facilitates the relationship between student and school. The librarian is available to open new cards and answer questions about programming so parents begin to get familiar with using their local library as a resource. The Program Coordinator researches and pursues local businesses to enhance student curriculum such as The Mote Aquarium, Van Wezel Performance Center, SPARCC (Safe Place and Rape Crisis Center), Venice Youth Sailing Program for science curriculum, the Ringling Museum for ELA curriculum, and the Circus Arts Conservatory for math enhancement (geometry).

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
King, Margaret	Principal
Graham, Anthony	Assistant Principal
McInnes, Heather	Administrative Support
Cook, Michelle	Teacher, K-12

Duties

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

- Teachers: Participate in data collection, deliver instruction/intervention, collaborate with other staff to implement interventions.
- Behavior Intervention Specialists: Addresses truancy concerns and works collaboratively with families to ensure student attendance expectations are met. Addresses behavior and engagement concerns and works collaboratively with families to ensure that student expectations are met. Implements and monitors interventions as needed. Prepare weekly progress reports of academic and behavior progress/concerns. At weekly case review meetings, collaborate with other staff in all of these processes.
- Counselors: Provide individual, family, group and crisis counseling to provide students with strategies and tools to promote academic success, excellent attendance, and appropriate behavior and engagement. At weekly case review meetings, collaborate with other staff in all of these processes

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

The team (Administrators, counselors, teachers, and behavior intervention specialists) meet for case review once a week to engage in the following activities: The team reviews summative and formative data and Individual Education Plans to identify student academic and behavior needs. Based on the review as well as discussions with parents/guardians school board personnel, and outside agencies such as Department of Juvenile Justice, instructional and behavioral strategies are identified and a timeline of implementation is constructed. Student progress is monitored and individual cases reviewed periodically to determine progress and to reassess further instructional interventions. Students who are identified as needing small group and individual instructional may be scheduled for extended-day sessions. Students may be referred to individual / family counseling, anger management classes, grief counseling, substance abuse counseling, mentoring program or homeless youth program.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Margaret King	Principal
Heather McInnes	Education Support Employee
Suzette Dill	Education Support Employee
Delvecchio walls	Teacher
Sonia Santiago	Business/Community
Kathy Chamberlain	Business/Community
Joan Ford	Business/Community
Shad Rennick	Business/Community
Valerie Reeves	Business/Community
Renee and Jason Torres	Parent
Robert Washington	Student
Shai'Tyanna Williams	Student
Isaac Torres	Student
Julia Barfield	Student
	Student

Duties

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

Evaluation of last year's school improvement plan

At the 4th SAC meeting of last school year, the School Improvement Plan was discussed. There were no recommendations for changes at that time.

Development of this school improvement plan

The first SAC meeting of the year is focused on the development of the SIP. School-wide data is reviewed and the committee provides input regarding the academic needs of the school. The Sac committee provides ongoing feedback throughout the school year.

Preparation of the school's annual budget and plan

A summary of the annual budget is shared at the 1st SAC committee.

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

School improvement funds were not allocated this year or last year.

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

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
King, Margaret	Principal
Graham, Anthony	Assistant Principal
Cook, Michelle	Teacher, K-12
Lovewell, Chad	Teacher, K-12
Guinther, Therese	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Literacy Plan Objectives:
1. To increase each student's reading, writing, critical thinking, and speaking and listening skills across all content areas in order to improve learning gains.
2. To promote a school-wide culture of literacy that encourages both staff and students to develop a life-long habit and appreciation for reading and writing.
This plan was developed in full collaboration by Triad's ELA teachers and content-area teachers with Common Core State Standards and Title 1 expectations in mind, as well as the specific behavioral and academic needs of the Triad student population.
The Triad Literacy Plan is comprised of four core initiatives in the areas of Reading, Writing, Critical Thinking, and Speaking & Listening and six Action Steps. Each of the action Steps includes targeted and intentional activities and strategies. that have been considered in order to achieve the Triad Literacy Plan Objectives.
Literacy Plan Core Initiatives:
1. Reading: All students will increase time spent reading both for academic purposes and for enjoyment. All students are required to carry and read an independent reading book of their choice all all times. Students will read in their independent reading book during free time, when coursework is complete, or during scheduled independent reading times within classes.
2. Writing: All students will increase time spent writing in response to texts, themes , ideas, skills and issues presented in classes. All content area classes will do, at minimum, weekly writing that includes critical responses to texts, journal responses, short answer responses, long answer responses, essays, research projects, and/or quick writes.
3. Critical Thinking: All students will increase his or her ability to initiate and to participate in a variety of collaborative discussions with his or her peers and teachers on a variety of topics.
4. Speaking & Listening: All students will increase the ability to initiate and to participate in a variety of collaborative discussions with his or her peers and teachers on a variety of topics.
Literacy Plan Action Steps:
1. Schedule time for professional collaboration, planning, and accountability.
2. Activate meaningful, professional discussions about literacy.
3. Share effective strategies in literacy.
4. Carefully choose high-interest, complex texts, both literary and information.
5. Target striving readers and writers in classroom instruction and in tutoring.
6. Initiate text-based discussions and ask text-dependent questions.
Action Steps #1 and #2
The Literacy Team agreed that collaboration, planning accountability, and activating meaningful, professional discussion about the implementation of the Literacy Plan will be crucial to its success this year.
The following are steps to accomplish this:
1. Staff will follow the Instructional Focus guides (IFGs) located on the Sarasota County School District's Blackboard site. Teaching staff will meet at least one time monthly during case review to

collaborate, coordinate, and evaluate implementation of literacy strategies in classes. An agenda for these meetings will be kept as record of these meetings.

2. A Literacy Plan notebook will also be kept in which each teacher and staff member will briefly reflect upon how he/she implemented the strategies or actions of the Literacy Plan during the week and report any areas that need to be discussed or revised. This will be done during case review on Thursday evenings and any issues that need to be discussed will be done then or at scheduled meetings. The documentation serves both as individual and group accountability, as well as record for Title 1. Ms. Cook will make sure documentation is completed weekly during case review and maintain this part of the Sarasota campus collaboration in literacy. Mr. Lovewell will do the same for the Venice campus.

3. Before and after school meetings and Professional Day meetings will be scheduled as needed to monitor progress on the Literacy Plan. However, staff agreed that impromptu and informal dialogue on a regular basis in staff meetings and in on-on-one conversations between teachers are also important parts of creating a culture of literacy among professionals, as we have meaningful discussion s in which ideas are shared and problems are resolved in our daily interactions. The goal is for the literacy of our students to become a routine part of our interpersonal conversations.

4. The Florida Standards Assessment (FCAT replacement), FCAT, FAIR, DAR. learning style assessments, and reading inventory survey results will be shared at case review and other staff meetings. This will primarily be the responsibility of ELA teachers but would also include other staff members having this information and sharing it with the triad team.

5. We believe that students and their parents/guardians play an important role in the success of the literacy Plan. Therefore, ELA teachers will have one-on-one conferences with students at least twice a quarter regarding their progress of literacy goals. Parents/guardians will also know how their student is doing in the area of literacy through weekly summaries that are sent home by advisors, quarterly meetings with teachers, phone calls, emails, or parent meetings as needed. Triad will host at least 2 Literacy Nights for parent and students throughout the school year to provide opportunities for additional information on literacy.

Action Step #3

To promote the literacy across the contents by sharing effective literacy strategies, the following four strategies we agreed to the the one Triad will regularly use this year is all classes.

1. Close Reading
2. KWL Chart
3. RAFT, Journal, and Essay Writing
4. Two-Column Cornell Notes

While an intentional focus will be on the above mentioned four strategies in all classes this year, other strategies or graphic organizers should used in classes as well. A few that the Literacy Team feels worthy of mentioning are: QAR, Quick Writes, Readers' Theater, Choral Reading, Visualization, Text Connections, Self-Questioning, Flexible Reading, SQ3R, Venn Diagrams, Philosophical Chairs, and Summarizing.

Action Step # 4

In order to choose high-interest, complex text to meet the academic needs of our students, resources were identified to be used regularly in classes.

Action step # 5

Teachers will target striving readers and writers in classroom instruction by knowing the reading levels of students and by planning appropriate lessons that address the specific needs of these students not on level in reading and/or writing. Teachers will also work in conjunction with advisors to make certain that these students are participating in weekly after-school tutoring specifically designed to add additional support, instruction and practice for these students (Level 1 and 2 FCAT readers)

Action step #6

In order to increase reading, writing, critical thinking, and speaking and listening skills of all students at Triad, all teachers will initiate text-based discussions and ask text-dependent questions that require students to find and cite support for their answers within the text and then share these responses in discussions or on assessments. This will require teachers to plan higher-level questions into their

lessons using question stems and sentence/statement starters/frames. Teachers will also require students to support their answers through identifying specific paragraphs or sentences or quotes within the text that they use to answer questions or form opinions. Teachers will facilitate an increase in opportunities to discuss texts through strategies and structures, such as Kagan (Think-Pair-Share), Rally Robin, Jot Thoughts, Round table Consensus) and other cooperative learning methods, and students will become more active in their own learning and reading/writing processes.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

Teachers are provided opportunity for developing positive working relationship as well as collaborative planning and instruction during Case Review meetings (2.5 hours each Thursday after the regular school day). Professional Days also provide opportunities for collaboration.

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

1. Professional Development Opportunities: Administration
2. Observe, monitor, coach and support teacher effectiveness with regular classroom walkthroughs: Administration.
3. Provide curriculum resources as needed: Administration

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

Therese Guinther (2nd year teacher / LA/Reading) paired with Michelle Cook (multiple years experience as LA/Reading teacher. Ms. Cook collaborated with Ms. Guinther to develop the Reading curriculum plan for the school year that incorporates the newly adopted LA curriculum. Ms. Gunither is teacher for Intensive Reading classes / Ms. Cook is teacher for LA classes.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Triad utilizes the District approved Instructional Focus Calendars/Pacing maps to guide instruction in the classroom. These guides are correlated to Florida DOE standards for instructional programs. Staff utilizes county approved curriculum resources in all subject areas. Teachers will:
1. Teach Close Reading strategies through the content area
2. Teach Writing strategies across the curriculum
3. Deliver individual enrichment or intensive instruction daily for struggling students
4. Deliver daily,differentiated instruction in reading, writing, math, science and social studies
5. Incorporate math problem solving strategies to develop higher order thinking
Triad follows the districts' assessment calendar for Reading, Math, Science. Social Science and Writing. Students are assessed using district benchmark assessments and formal and informal teacher assessments.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The school uses a variety of reports produced by the District Office of Research, Assessment and Evaluation on the academic achievement of students. The school participates in the FAIR Reading assessment and utilizes the district-wide benchmark assessments to summarize data for students. Students who score below competency level in reading and/or math are placed in Intensive courses to remediate basic skills and to provide additional instruction time for Core courses. Level 1 students are scheduled for extended school day tutoring.

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: Extended School Day

Minutes added to school year: 2,160

The extended school day program provides students with the opportunity to obtain additional instruction from on-staff teachers in Core Academic Subjects and targets students who are below proficiency levels or are in need of additional time or instruction in order to complete an assignment. The extended school day program also provides extended time for enrichment activities such as the Steel Drum Band.

Strategy Rationale

The strategy rationale is to provide additional instructional time to meet the individual needs of students.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
King, Margaret, margaret.king@sarasotacountyschools.net

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

Data is collected from the results of Benchmark testing, FAIR, formal and informal assessments, EOC and FCAT to determine student progress.

Strategy: Summer Program
Minutes added to school year: 7,200

The summer program provides students with the opportunity to:
1. complete coursework and earn a final grade in a Core course that was not completed during the regular school year;
2. Retake a Core course that was previously failed.
3. Obtain additional Core course credit for students in need of credit retrieval.
4. Be promoted to the next grade level instead of being retained.

Strategy Rationale

To provide additional instructional time for students to complete Core course work.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
King, Margaret, margaret.king@sarasotacountyschools.net

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

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Generally, students are assigned to Triad for 2 semesters and then transition to back to District Schools.
Triad provides credit retrieval opportunities for students who have fallen behind their cohort. Students are also encouraged to enroll in Florida Virtual School to earn additional credits to those earned during the school day. Summer session is provided as an additional opportunity for credit retrieval. For students who have earned the credits required to stay on level with their cohort, Triad provides course scheduling that will continue progress to the next level.

College and Career Readiness

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

Due to low enrollment at our school, course offerings are limited to core academic course with one elective, Personal, School and Career Development. For additional courses, students are encouraged to enroll in Florida Virtual School, the local technical program, and to participate in summer programs such as those offered by Ringling School of Art and Design. The program partners with Y Achievers, Y Mentors, Big Brothers/Big Sisters in order to provide support and guidance in preparation for college. The program conducts a Career Day each semester that provides students with the opportunity to talk with college counselors and professionals in various career fields.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

The program conducts a Career Day each semester that provides students with the opportunity to talk to representatives from the local technical education institute, schedule appointments with enrollment counselors, and submit applications for enrollment.

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

Opportunities for integrating career and technical education are provided to the students at their District School.

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

Students who do not achieve passing scores on PERT assessments are placed in College Readiness courses for Math and English.

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

[1] = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   By the year 2015, a minimum of 54% of students will score at achievement Level 3 or higher for Reading and 33% will score at Achievement Level 3.5 or higher for Writing.

G2.   By the year 2015, 22% of Middle School students will score at Achievement Level 3 or above in Math, 41% will score at Achievement level 3 of higher on Algebra EOC, 25% will score at Achievement Level 3 or above on Geometry EOC.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. By the year 2015, a minimum of 54% of students will score at achievement Level 3 or higher for Reading and 33% will score at Achievement Level 3.5 or higher for Writing. [1a]

🔍 G038361

Targets Supported [1b]

Indicator	Annual Target
AMO Reading - All Students	

Resources Available to Support the Goal [2]

- Low staff/student ratio. Paraprofessionals are partnered with teachers in most classrooms to assist in classroom management. All teachers are in-field and highly qualified and 78% are certified in ESE. Licensed mental health counselors are on staff for individual / family counseling and crisis counseling. Supplemental reading resources include Jamestown Reading Navigator, SCOPE/Scholastic Magazines Take 10 curriculum.

Targeted Barriers to Achieving the Goal [3]

- As of 9/30/14, 63% of students are below proficiency in reading, 33% Level 1 and 30% Level 2. 24% of students are designated ESE, ESOL or have a 504 plan. 85% of students are below poverty line. All students have committed an expellable offense and the majority of students have a history of poor attendance, anger management issues, poor social skills, math and reading skill deficits, and lack of academic effort.

Plan to Monitor Progress Toward G1. [8]

An Individual Service Plan will be developed for each student. Extended school day will be scheduled for students in need of additional instructional support, including tutoring. Classroom instruction will incorporate small group and individual instruction, differentiated instruction and cooperative learning. FAIR and DAR testing will be used to identify individual student needs and develop focus lessons. The Literacy Plan will be incorporated across the curriculum. Attendance will be monitored daily and parents will be immediately notified in the event absence.

Person Responsible
Margaret King

Schedule
Quarterly, from 10/15/2014 to 6/30/2015

Evidence of Completion
Student Progress Reports, Report Cards, FAIR and DAR testing and FCAT/FSA results, Classroom walkthroughs, Attendance reports, Grade Reports, Extended Learning Time logs.

G2. By the year 2015, 22% of Middle School students will score at Achievement Level 3 or above in Math, 41% will score at Achievement level 3 of higher on Algebra EOC, 25% will score at Achievement Level 3 or above on Geometry EOC. 1a

🔍 G038362

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	

Resources Available to Support the Goal 2

- Low Staff to Student Ratio. Extended Learning Time at end of school day for tutoring or homework assistance. 9 teachers available for Extended Learning Time. Paraprofessionals in the majority of classrooms to support classroom management. Licensed mental health counselors are on staff for individual / family counseling and crisis counseling.

Targeted Barriers to Achieving the Goal 3

- As of 9/30/14, 78% of students are below proficiency in Math, 31% Level 1 and 47% Level 2. 38% of students are designated ESE, ESOL or have a 504 plan. 90% of students are below poverty line. All students have committed an expellable offense and the majority of students have a history of poor attendance, anger management issues, poor social skills, math and reading skill deficits, and lack of academic effort.

Plan to Monitor Progress Toward G2. 8

An Individual Service Plan will be developed for each student. Extended school day will be scheduled for students in need of additional instructional support, including tutoring. Classroom instruction will incorporate small group and individual instruction, differentiated instruction and cooperative learning. Benchmark testing will be utilized to assess areas of deficiencies. Attendance will be monitored daily and parents will be immediately notified in the event absence.

Person Responsible
Anthony Graham

Schedule
Quarterly, from 10/15/2014 to 6/30/2015

Evidence of Completion
Student Progress Reports, Benchmark, EOC and FCAT/FSA results, Classroom walkthroughs, Attendance reports, Grade Reports, Extended Learning Time logs.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

1 = Problem Solving Step   🔍 S123456 = Quick Key

G1. By the year 2015, a minimum of 54% of students will score at achievement Level 3 or higher for Reading and 33% will score at Achievement Level 3.5 or higher for Writing. 1

🔍 G038361

G1.B1 As of 9/30/14, 63% of students are below proficiency in reading, 33% Level 1 and 30% Level 2. 24% of students are designated ESE, ESOL or have a 504 plan. 85% of students are below poverty line. All students have committed an expellable offense and the majority of students have a history of poor attendance, anger management issues, poor social skills, math and reading skill deficits, and lack of academic effort. 2

🔍 B092055

G1.B1.S1 Infuse a culture of excellence that promotes a safe and caring environment for our students to make positive change. 4

🔍 S102974

Strategy Rationale

Creating this environment will allow students to seek help when needed without judgement from others and reduce the likelihood of behaviors interfering with learning.

Action Step 1 5

Mandt System Training (de-escalation and relationship training)

Person Responsible

Heather McInnes

Schedule

Monthly, from 10/15/2014 to 6/1/2015

Evidence of Completion

Sign in sheets, agendas, observation during classroom walkthroughs

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

Improved student behavior

Person Responsible

Heather McInnes

Schedule

Monthly, from 10/15/2014 to 6/30/2015

Evidence of Completion

Student point cards

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

Number of students successfully completing the program

Person Responsible

Margaret King

Schedule

Semiannually, from 1/30/2015 to 6/30/2015

Evidence of Completion

Student Certificates of Successful Completion and Transition Report

G1.B1.S2 Emphasize reading, writing and comprehension skills in all core content areas. `4`

Strategy Rationale

Students will be exposed to these skill throughout the school day and will maximize their potential to be successful.

Action Step 1 `5`

ASCD PD Online Quick Kits for Common Core and Literacy Strategies

Person Responsible

Margaret King

Schedule

Evidence of Completion

Certificates of Completion

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

Implementation Plan

Person Responsible

Margaret King

Schedule

Semiannually, from 1/1/2015 to 6/30/2015

Evidence of Completion

Certificates of Completion, Implementation Plan, Classroom Walkthroughs

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

Reading Learning Gains

Person Responsible

Margaret King

Schedule

Semiannually, from 1/1/2015 to 6/30/2015

Evidence of Completion

Benchmark, FAIR, EOC and FCAT results

G1.B1.S3 Incorporate teacher friendly processes designed to raise student achievement. `4`

🔑 S102976

Strategy Rationale

Minimizing teacher stressors will allow for more positive delivery of instruction to students.

Action Step 1 `5`

AHA! FW 335 Engage and Graduate Your Secondary Students: Preventing Dropouts- Education Workshops

Person Responsible

Heather McInnes

Schedule

On 1/20/2015

Evidence of Completion

Certificates of Completion

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

Monitor implementation of training practices designed to raise student achievement

Person Responsible

Margaret King

Schedule

Monthly, from 10/7/2014 to 6/30/2015

Evidence of Completion

Classroom Observation ,Case Staffing and review of point cards

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

Learning Gains

Person Responsible

Margaret King

Schedule

Semiannually, from 1/1/2015 to 6/30/2015

Evidence of Completion

Benchmark, FAIR, EOC, FCAT/FSA results

G1.B1.S4 Motivate students to improve performance (attendance, behavior, engagement in learning). 4

S102977

Strategy Rationale

Reward of positive performance will increase self-esteem and in turn the hope of students to become intrinsically motivated to do better for themselves.

Action Step 1 5

AHA! FW 220 The Paraprofessional: A Key to Student Success

Person Responsible

Heather McInnes

Schedule

On 1/20/2015

Evidence of Completion

Certificates of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Improved attendance rate, reduced discipline rate, graduation engagement, learning gains

Person Responsible

Heather McInnes

Schedule

Quarterly, from 1/21/2015 to 6/30/2015

Evidence of Completion

Review of Weekly Program reports sent home to parents, file audits

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 `7`

Embed the strategies and skills needed to provide students with "resources" that are essential to success

Person Responsible

Heather McInnes

Schedule

Monthly, from 2/2/2015 to 6/30/2015

Evidence of Completion

Case Staffing Notes

G2. By the year 2015, 22% of Middle School students will score at Achievement Level 3 or above in Math, 41% will score at Achievement level 3 of higher on Algebra EOC, 25% will score at Achievement Level 3 or above on Geometry EOC. `1`

🔍 G038362

G2.B1 As of 9/30/14, 78% of students are below proficiency in Math, 31% Level 1 and 47% Level 2. 38% of students are designated ESE, ESOL or have a 504 plan. 90% of students are below poverty line. All students have committed an expellable offense and the majority of students have a history of poor attendance, anger management issues, poor social skills, math and reading skill deficits, and lack of academic effort. `2`

🔍 B092056

G2.B1.S1 Infuse a culture of excellence that promotes a safe and caring environment for students to make positive changes. `4`

🔍 S102978

Strategy Rationale

Creating this environment will allow students to seek help when needed without judgement from others and reduce the likelihood of behaviors interfering with learning.

Action Step 1 `5`

MTSS Training

Person Responsible

Heather McInnes

Schedule

On 8/12/2014

Evidence of Completion

Lesson Plans, Classroom Walkthroughs, School Signage

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

Improved student behavior

Person Responsible

Anthony Graham

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Student point cards

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

Number of students successfully completing the program

Person Responsible

Anthony Graham

Schedule

Semiannually, from 1/9/2015 to 5/29/2015

Evidence of Completion

Student Certificates of Successful Completion

G2.B1.S2 Utilize instructional strategies to maximize the potential for learning gains in math courses. `4`

`S102979`

Strategy Rationale

Identifying the varying learning types of students will help promote academic success.

Action Step 1 `5`

PRIDE-Teaching For Success

Person Responsible

Heather McInnes

Schedule

Weekly, from 11/6/2014 to 12/11/2014

Evidence of Completion

Certificates of Completion

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

Variation of instruction in math courses

Person Responsible

Anthony Graham

Schedule

Daily, from 8/18/2014 to 5/29/2015

Evidence of Completion

Classroom walkthroughs, informal and formal observations

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

Math learning gains

Person Responsible

Anthony Graham

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Benchmark, EOC and FCAT/FSA scores, Grade reports

G2.B1.S3 Incorporate teacher friendly process designed to raise student achievement. 4

🔑 S102980

Strategy Rationale

Minimizing teacher stressors will allow for more postiive delivery of instruction to students

Action Step 1 5

AHA! FW 335 Engage and Graduate Your Secondary Students: Preventing Dropouts- Education Workshops

Person Responsible

Heather McInnes

Schedule

On 1/20/2015

Evidence of Completion

Certificates of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Monitor implementation of teacher-friendly processes designed to raise student achievement

Person Responsible

Anthony Graham

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Classroom Observation Checklist

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 `7`

Learning gains

Person Responsible

Anthony Graham

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Benchmark, FAIR, EOC and FCAT/FSA results

G2.B1.S4 Motivate students to improve performance (attendance, behavior, engagement in learning) `4`

`S102981`

Strategy Rationale

Reward of positive performance will increase self-esteem and in turn the hope of students to become intrinsically motivated to do better for themselves.

Action Step 1 `5`

AHA! FW 220 The Paraprofessional: A Key to Student Success

Person Responsible

Heather McInnes

Schedule

On 1/20/2015

Evidence of Completion

Certificate of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S4 `6`

Improved attendance rate, reduced discipline rate, graduation engagement, learning gains

Person Responsible

Anthony Graham

Schedule

On 5/29/2015

Evidence of Completion

End of Year report

Plan to Monitor Effectiveness of Implementation of G2.B1.S4 `7`

Monthly reports

Person Responsible

Anthony Graham

Schedule

On 5/29/2015

Evidence of Completion

End of Year reports

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Mandt System Training (de-escalation and relationship training)	McInnes, Heather	10/15/2014	Sign in sheets, agendas, observation during classroom walkthroughs	6/1/2015 monthly
G1.B1.S2.A1	ASCD PD Online Quick Kits for Common Core and Literacy Strategies	King, Margaret	Certificates of Completion	one-time	
G1.B1.S3.A1	AHA! FW 335 Engage and Graduate Your Secondary Students: Preventing Dropouts- Education Workshops	McInnes, Heather	1/20/2015	Certificates of Completion	1/20/2015 one-time
G1.B1.S4.A1	AHA! FW 220 The Paraprofessional: A Key to Student Success	McInnes, Heather	1/20/2015	Certificates of Completion	1/20/2015 one-time
G2.B1.S1.A1	MTSS Training	McInnes, Heather	8/12/2014	Lesson Plans, Classroom Walkthroughs, School Signage	8/12/2014 one-time
G2.B1.S2.A1	PRIDE-Teaching For Success	McInnes, Heather	11/6/2014	Certificates of Completion	12/11/2014 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S3.A1	AHA! FW 335 Engage and Graduate Your Secondary Students: Preventing Dropouts- Education Workshops	McInnes, Heather	1/20/2015	Certificates of Completion	1/20/2015 one-time
G2.B1.S4.A1	AHA! FW 220 The Paraprofessional: A Key to Student Success	McInnes, Heather	1/20/2015	Certificate of Completion	1/20/2015 one-time
G1.MA1	An Individual Service Plan will be developed for each student. Extended school day will be scheduled for students in need of additional instructional support, including tutoring. Classroom instruction will incorporate small group and individual instruction, differentiated instruction and cooperative learning. FAIR and DAR testing will be used to identify individual student needs and develop focus lessons. The Literacy Plan will be incorporated across the curriculum. Attendance will be monitored daily and parents will be immediately notified in the event absence.	King, Margaret	10/15/2014	Student Progress Reports, Report Cards, FAIR and DAR testing and FCAT/FSA results, Classroom walkthroughs, Attendance reports, Grade Reports, Extended Learning Time logs.	6/30/2015 quarterly
G1.B1.S1.MA1	Number of students successfully completing the program	King, Margaret	1/30/2015	Student Certificates of Successful Completion and Transition Report	6/30/2015 semiannually
G1.B1.S1.MA1	Improved student behavior	McInnes, Heather	10/15/2014	Student point cards	6/30/2015 monthly
G1.B1.S2.MA1	Reading Learning Gains	King, Margaret	1/1/2015	Benchmark, FAIR, EOC and FCAT results	6/30/2015 semiannually
G1.B1.S2.MA1	Implementation Plan	King, Margaret	1/1/2015	Certificates of Completion, Implementation Plan, Classroom Walkthroughs	6/30/2015 semiannually
G1.B1.S3.MA1	Learning Gains	King, Margaret	1/1/2015	Benchmark, FAIR, EOC, FCAT/FSA results	6/30/2015 semiannually
G1.B1.S3.MA1	Monitor implementation of training practices designed to raise student achievement	King, Margaret	10/7/2014	Classroom Observation ,Case Staffing and review of point cards	6/30/2015 monthly
G1.B1.S4.MA1	Embed the strategies and skills needed to provide students with "resources" that are essential to success	McInnes, Heather	2/2/2015	Case Staffing Notes	6/30/2015 monthly
G1.B1.S4.MA1	Improved attendance rate, reduced discipline rate, graduation engagement, learning gains	McInnes, Heather	1/21/2015	Review of Weekly Program reports sent home to parents, file audits	6/30/2015 quarterly
G2.MA1	An Individual Service Plan will be developed for each student. Extended school day will be scheduled for students in need of additional instructional support, including tutoring. Classroom instruction will incorporate small group and individual instruction, differentiated instruction and cooperative learning. Benchmark testing will be utilized to assess areas of deficiencies. Attendance will be monitored daily and parents will be immediately notified in the event absence.	Graham, Anthony	10/15/2014	Student Progress Reports, Benchmark, EOC and FCAT/FSA results, Classroom walkthroughs, Attendance reports, Grade Reports, Extended Learning Time logs.	6/30/2015 quarterly
G2.B1.S1.MA1	Number of students successfully completing the program	Graham, Anthony	1/9/2015	Student Certificates of Successful Completion	5/29/2015 semiannually
G2.B1.S1.MA1	Improved student behavior	Graham, Anthony	8/18/2014	Student point cards	5/29/2015 weekly
G2.B1.S2.MA1	Math learning gains	Graham, Anthony	8/18/2014	Benchmark, EOC and FCAT/FSA scores, Grade reports	5/29/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S2.MA1	Variation of instruction in math courses	Graham, Anthony	8/18/2014	Classroom walkthroughs, informal and formal observations	5/29/2015 daily
G2.B1.S3.MA1	Learning gains	Graham, Anthony	8/18/2014	Benchmark, FAIR, EOC and FCAT/FSA results	5/29/2015 weekly
G2.B1.S3.MA1	Monitor implementation of teacher-friendly processes designed to raise student achievement	Graham, Anthony	8/18/2014	Classroom Observation Checklist	5/29/2015 weekly
G2.B1.S4.MA1	Monthly reports	Graham, Anthony	5/29/2015	End of Year reports	5/29/2015 one-time
G2.B1.S4.MA1	Improved attendance rate, reduced discipline rate, graduation engagement, learning gains	Graham, Anthony	5/29/2015	End of Year report	5/29/2015 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. By the year 2015, a minimum of 54% of students will score at achievement Level 3 or higher for Reading and 33% will score at Achievement Level 3.5 or higher for Writing.

G1.B1 As of 9/30/14, 63% of students are below proficiency in reading, 33% Level 1 and 30% Level 2. 24% of students are designated ESE, ESOL or have a 504 plan. 85% of students are below poverty line. All students have committed an expellable offense and the majority of students have a history of poor attendance, anger management issues, poor social skills, math and reading skill deficits, and lack of academic effort.

G1.B1.S1 Infuse a culture of excellence that promotes a safe and caring environment for our students to make positive change.

PD Opportunity 1

Mandt System Training (de-escalation and relationship training)

Facilitator

Heather McInnes, Mandt System

Participants

1 who will train 25

Schedule

Monthly, from 10/15/2014 to 6/1/2015

G1.B1.S2 Emphasize reading, writing and comprehension skills in all core content areas.

PD Opportunity 1

ASCD PD Online Quick Kits for Common Core and Literacy Strategies

Facilitator

Online Facilitator

Participants

9

Schedule

G1.B1.S3 Incorporate teacher friendly processes designed to raise student achievement.

PD Opportunity 1

AHA! FW 335 Engage and Graduate Your Secondary Students: Preventing Dropouts- Education Workshops

Facilitator

Ruby Payne Trainer

Participants

Teachers, Behavior Specialists, Counselors, Administrators

Schedule

On 1/20/2015

G1.B1.S4 Motivate students to improve performance (attendance, behavior, engagement in learning).

PD Opportunity 1

AHA! FW 220 The Paraprofessional: A Key to Student Success

Facilitator

Ruby Payne Trainer

Participants

Teachers, Behavior Specialists, Counselors, Administrators

Schedule

On 1/20/2015

G2. By the year 2015, 22% of Middle School students will score at Achievement Level 3 or above in Math, 41% will score at Achievement level 3 of higher on Algebra EOC, 25% will score at Achievement Level 3 or above on Geometry EOC.

G2.B1 As of 9/30/14, 78% of students are below proficiency in Math, 31% Level 1 and 47% Level 2. 38% of students are designated ESE, ESOL or have a 504 plan. 90% of students are below poverty line. All students have committed an expellable offense and the majority of students have a history of poor attendance, anger management issues, poor social skills, math and reading skill deficits, and lack of academic effort.

G2.B1.S1 Infuse a culture of excellence that promotes a safe and caring environment for students to make positive changes.

PD Opportunity 1

MTSS Training

Facilitator

Rex Ingrick

Participants

1 who will train 25

Schedule

On 8/12/2014

G2.B1.S2 Utilize instructional strategies to maximize the potential for learning gains in math courses.

PD Opportunity 1

PRIDE-Teaching For Success

Facilitator

TBD- Will be assigned through Sarasota County School Board

Participants

Teachers

Schedule

Weekly, from 11/6/2014 to 12/11/2014

G2.B1.S3 Incorporate teacher friendly process designed to raise student achievement.

PD Opportunity 1

AHA! FW 335 Engage and Graduate Your Secondary Students: Preventing Dropouts- Education Workshops

Facilitator

Ruby Payne teacher

Participants

Teachers, Behavior Specialists, Counselors, Administrators

Schedule

On 1/20/2015

G2.B1.S4 Motivate students to improve performance (attendance, behavior, engagement in learning)

PD Opportunity 1

AHA! FW 220 The Paraprofessional: A Key to Student Success

Facilitator

Ruby Payne teacher

Participants

Teachers, Behavior Specialists, Counselors, Administrators

Schedule

On 1/20/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Goal 1: By the year 2015, a minimum of 54% of students will score at achievement Level 3 or higher for Reading and 33% will score at Achievement Level 3.5 or higher for Writing.	0
Grand Total	**0**

Goal 1: By the year 2015, a minimum of 54% of students will score at achievement Level 3 or higher for Reading and 33% will score at Achievement Level 3.5 or higher for Writing.		
Description	**Source**	**Total**
B1.S2.A1 - $1430.00	Title I Part A	0
Total Goal 1		**0**