



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Imagine School At North Port

1000 INNOVATION AVE

North Port, FL 34289

941-426-2050

www.imagineschoolsnorthport.com

School Demographics

School Type Combination School	Title I No	Free and Reduced Lunch Rate 50%
Alternative/ESE Center No	Charter School Yes	Minority Rate 26%

School Grades History

2013-14 A	2012-13 B	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

Imagine School At North Port

Principal

Steven Black

School Advisory Council chair

Robson Powers

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

Name

Title

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

Because we are a charter school, our Governing Board serves as our School Advisory Council. The members are as follows:

Robson Powers, President

Chris Phillips, Vice President

Jennifer Desrosiers, Secretary

Edward Schuppenhauer, Treasurer

Brian Beason, Member

Principals Dr. Mary Anderson and Dr. Steve Black are not members of the Board, but attend the meetings to facilitate discussions.

Involvement of the SAC in the development of the SIP

Our Governing Board, serving as our School Advisory Council, provides advice to the SIP Team and approves the final School Improvement Plan.

Activities of the SAC for the upcoming school year

1. Hold meetings on a monthly basis
2. Support the vision and mission of Imagine School at North Port
3. Advise the school SIP Team on the development of the School Improvement Plan

4. Develop and approve a budget for allocated SAC funds (when available) in support of the SIP
5. Develop and approve options for disbursement of School Grade award dollars (when available)
6. Develop and approve a plan for the Rick Scott Teacher Salary Allocation
7. Approve all school expenditures that are above \$25,000.00
8. Review and understand school-wide data
9. Serve as the book/curriculum material review committee when necessary
10. Engage in other duties as needed

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

N/A

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

4

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Steven Black

Principal

Years as Administrator: 30

Years at Current School: 0

Credentials

Doctorate Educational Leadership, Columbia University

Performance Record

Served in the public school system since 1973 as an elementary teacher and principal, high school assistant principal and principal, superintendent of schools, and director of educational administration training for colleges.

Mary Anderson

Principal

Years as Administrator: 20

Years at Current School: 3

Credentials

Educational Leadership

Performance Record

Doctorate from University of St. Thomas, St. Paul, MN
 From 2007-2011, Dr. Anderson was a principal at Valley Crossing Community School in Woodbury, MN. This school was consistently in the top 10-15% of elementary schools in Minnesota. In 2010, the school was awarded the national distinction as a Responsive Classroom School and in 2011 awarded a Family Friendly School from the Minnesota Department of Education.

Lisa Starner-Sturz

Asst Principal

Years as Administrator: 6

Years at Current School: 6

Credentials

Educational Leadership

Performance Record

Facilitated the development of Imagine School North Port into a high performing school. Mrs. Sturz is responsible for maintaining the highly effective school status and ensuring fidelity of curriculum and professional development.

Aleischa Coover

Asst Principal

Years as Administrator: 3

Years at Current School: 3

Credentials

Educational Leadership

Performance Record**Cher Gardner**

Asst Principal

Years as Administrator: 0

Years at Current School: 5

Credentials

Anticipated completion of Educational Leadership degree
 December 2013.

Performance Record**Instructional Coaches****# of instructional coaches**

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Patty Gonzales		
Full-time / School-based	Years as Coach: 3	Years at Current School: 4
Areas	Reading/Literacy, Mathematics, Data, RtI/MTSS	
Credentials	Elementary Education degree	
Performance Record	Ms. Gonzolas works with a team of coaches from Imagine Schools. They meet monthly to plan professional development, discuss current research, and to support one another's practices. Ms. Gonzalas is a well respected educator, works with all of the teams, and stays current in best practices.	

Pattie Forcier		
Full-time / School-based	Years as Coach: 0	Years at Current School: 5
Areas	Mathematics, Data	
Credentials	Math 5-12	
Performance Record	Ms. Forcier has been a mentor and a team leader for the last five years. She works with a team of coaches from Imagine Schools. They meet monthly to plan professional development, discuss current research, and to support one another's practices. Ms. Forcier also teaches math at the Upper School in addition to being a coach. She is a well respected educator.	

Classroom Teachers

# of classroom teachers	64
# receiving effective rating or higher	0%
# Highly Qualified Teachers	80%
# certified in-field	57, 89%
# ESOL endorsed	22, 34%
# reading endorsed	8, 13%
# with advanced degrees	, 0%
# National Board Certified	0, 0%

first-year teachers

6, 9%

with 1-5 years of experience

32, 50%

with 6-14 years of experience

20, 31%

with 15 or more years of experience

8, 13%

Education Paraprofessionals**# of paraprofessionals**

0

Highly Qualified

0

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

2

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

In order to attract and recruit highly qualified, certified in field, effective teachers our Upper Campus Principal will continue to be highly visible and active in several college-level teacher education programs in the immediate area. Via the Kaiser University Education Program and the State College of Florida's Alternative Certification Program, the Upper Campus Principal will serve as guest speaker, host class visits to the school and will occasionally instruct several actual classes. In addition, our school recruits by advertising on many job-related websites and locally on our website. Once candidates are selected, a team of teachers who directly would work with the potential candidate, interview and recommend final candidates to the administration. It is vital that our school staff take ownership in the hiring process as it strengthens the connections and collaboration among the staff.

To retain effective staff members, we are structured to work in teams and have common planning time. Each grade level has a team leader who functions as a mentor. Additionally, administrators hold regular meetings with new teaching staff. Imagine North Port has 1.6 FTE coaches, who also work directly with all staff, but more so with our new staff.

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

Our new teachers are welcomed to the school community as soon as they are formally hired. We invite and include them in community, PTO and booster club activities and try very hard to facilitate their immersion into the school culture. Prior to the beginning of school, all new teachers are paired up with their Mentor, who also serves as their Team Leader. Our teams include Kindergarten through eleventh grade, specialists, support staff, and electives.

Mentors receive a stipend and assist their mentee with required software programs, such as Gradebook, our student management system, etc. They also visit the mentee's classroom and give specific feedback. In addition, the mentees are invited to visit the mentor's classroom to observe. It is made very clear from the start of the school year that the mentor/mentee relationship is confidential and administration will not ask mentors for progress reports on their mentees.

On a regular basis, the principals both meet with all new teachers in an informal setting. This is designed to provide an opportunity for new teachers to share their progress, successes, needs, etc. to date. It has proven a very valuable process and many worthwhile suggestions evolve from this setting. These new teacher meetings are held approximately once per month for the first half of the year. After that, the frequency decreases.

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 school wide support team (SWST) meets once a week to engage in the following: The team reviews referral forms that the teachers completed on students in need of RTI services. Once the needs of each student have been identified (speech, behavioral, academic) the SWST establishes a timeline, and interventions are based upon data that the teachers will implement and tailor to the student's needs. After discussing new referrals, the focus shifts to the students currently in Tiers 2 and 3. The SWST determines the progress or regression of the student and arranges to meet with each cluster on a regularly scheduled basis or to meet with a student's team to discuss changes if necessary, as well as facilitate the completion of data monitoring documents. After reviewing MTSS Tiers, the SWST discusses 504 and FBA/BIP needs of students who have been referred by teachers and/or doctors. This team also works to develop training programs and plans in-service training for staff on data analysis, teaching strategies, intervention implementation, or other current needs.

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

The RTI leadership team, also known as the School Wide Support Team, is comprised of general education staff, related services contractors, school administration, and ESE staff. Specifically, team members include:

- School Counselor: Provides input on social and emotion data and resources available for students and staff members. Counselor also provides input to aid in implementation of behavioral strategies and monitoring for general education teachers during the MTSS process. Counselor is responsible for developing and implementing 504 interventions and FBA/BIP general education development and monitoring that are initiated during School Wide Support Team meetings. Meeting with general education instructors and aiding in proper documentation of class wide interventions is also done by the counselor.
- ESE Liaison and ESE Teacher: Serves as a representative of the ESE department to provide input on possible interventions or useful strategies in the classroom. Also serves as support for general education in completion and training for data monitoring of students in MTSS. Liaison works with the counselor to develop and implement FBA/BIP when needed and for all current ESE students. Also works to coordinate data for Tier placement.
- Assistant Principal: Serves to represent the school administration in all weekly school wide support

team meetings. Provides support for members in planning and implementation of training for faculty in the MTSS process and imparts information from outside resources for the team.

- Reading Coach and Intervention Staff: The reading Coach/Intervention staff serve as general education representatives and are responsible for training of staff in best practice reading and/or math strategies. They provide input on classroom strategies for reading and math skills and possible modifications that may be needed. Reading coach is in charge of coordinating data for Tier 2 and 3 placements. Also serves a Tier 3 intervention teacher.

- School Psychologist and Speech Pathologist: These members serve as a resource for the team on possible intervention needs in the classroom and suggest strategies for use in general education setting. They are able to provide input on possible prescriptive testing that may be needed to guide interventions.

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

The MTSS leadership team is involved through weekly leadership team meetings where discussions on continuous improvement process are outlined as previously stated. School administration is responsible for continually monitoring our SIP and report regularly to progress during MTSS leadership team meetings. Leadership staff does regular assessments through walk troughs and formal observation methods.

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

Ongoing continuous monitoring of data is done by the leadership and SWST teams on a regular basis using the following data sources: STAN10, FAIR reading assessment, FCAT, FOCUS Math and Science benchmark assessments, Functional Behavior assessments, in class assessments, and Behavior Intervention monitoring. Data is organized and monitored through the use of the most current forms available through the county and facilitated through regularly scheduled data chats with school administration.

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

The SWST coordinator meets with all clusters and educational teams to facilitate training in both small group training sessions and faculty meetings. Staff is provided with a power point presentation training focusing on the process of referring students, services provided on each Tier level, and timelines and given electronic and hard copies of current tracking and referral documents required for the MTSS process.

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:

Students in grades 3-5 participate in volunteer activities in school and in the community through the Kiwanis Club organization (K Club).

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?

Participation data at volunteer activities will be monitored by the coordinator of K-Kids. Pre and post surveys will be given to students and their parents to monitor the effectiveness of the program. The survey will include questions as to the students' growth in critical thinking, problem solving strategies, becoming an independent and self directed learner, and embracing a culture of high academic and character expectations.

Who is responsible for monitoring implementation of this strategy?

K-Kids Coordinators are responsible for implementation.

Strategy: Before or After School Program

Minutes added to school year: 2,000

Elementary and Middle School Before and After Care Program supervised by our teachers and other staff members. Staff members incorporate meaningful activities and provide help with homework. This program is reflective of the mission and vision of our school.

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?

Survey by staff, students and parents will be taken to determine effectiveness.

Who is responsible for monitoring implementation of this strategy?

Teachers, staff members, and leadership team are responsible for implementation.

Strategy: Before or After School Program**Minutes added to school year:**

All students in grades 4 and 5 are eligible to participate in choir. Fifty-seven students made the commitment to participate in weekly rehearsals and six performances throughout the school year.

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?

100% participation in rehearsals and performances. Attendance will be taken at each practice and compared to last year's attendance and participation. The choir teacher will have each participant rate their experiences before choir starts and after the last performance.

Who is responsible for monitoring implementation of this strategy?

Choir teacher is responsible for implementation.

Strategy: Before or After School Program**Minutes added to school year:**

Reading, Math and Writing Instruction: Teachers provide extra help for students in grades 3-11 in one-on-one, small group and peer-to-peer settings. Instructional support is individualized and catered to the student's needs.

Strategy Purpose(s)

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

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

Benchmark assessments and teacher-generated assessments are used to track effectiveness.

Who is responsible for monitoring implementation of this strategy?

Teachers are responsible for implementing this strategy.

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Dr. Mary Anderson	Principal
Aleischa Coover	AP, Middle School
Cher Gardener	Acting AP, High School
Lisa Sturz	AP, Elementary

Name	Title
Patti Gonzales	Academic Coach
Patti Fourcier	Academic Coach
Jennifer Demaio	Media Specialist

How the school-based LLT functions

The LLT has monthly meetings, led by one of the coaches and "chaired" by Dr. Mary Anderson.

Major initiatives of the LLT

The major initiatives of the LLT for 2013-14 are as follows:

1. Increase academic growth of students, in particular those that score in level 4.
2. Monitor data with our new structure of reading combined with writing to implement the Common Core standards.
3. To promote the Advanced Reading Challenge.
4. To have relevant and effective professional development (Examples include: close reading activities, Daily Five, reading/writing workshop, Journeys implementation).
5. To infuse character education traits into literacy throughout the grades.
6. To implement Common Core in grades 2 and beyond.
7. To ensure consistent common planning time for staff to analyze data and progress of each student.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

All teachers, no matter their content, explicitly teach text structure and features while working with text to teach content. Teachers also periodically use close reading strategies in various subject areas to help students think critically about and respond thoughtfully to text. Teachers are aware of text complexity when choosing text for whole group, small group and independent reading.

Content area teachers also meet regularly with the Common Core State Standards (CCSS) Leadership Team on the Upper School campus. In these meetings, teachers work together to plan and blend the NGSS and CCSS and integrate reading into all content area classrooms.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

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

All eighth graders complete a career plan and college plan process. This provides an avenue for them to begin learning about many of the requirements that they will be soon be needing. Often, this helps students to look beyond the common misconceptions of being professional athletes and/or rock stars. They learn about job responsibilities, necessary training and education, starting salaries and job prospects.

Our school is in a unique position in regard to college awareness, planning for college, etc. As we have been adding a grade each year, it is important that we increase our efforts to help students and parents realize that we will be a full high school (with a graduating class) during the 2014-2015 school year

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Our Guidance Department is ramping up their efforts to succeed at this important task via visits from college recruiters, college posters, letters and articles in the school newsletter, classroom visits, special college "sweatshirt" days, College Nights sponsored by the County School Districts, evening parent informational programs and overnight bus trips to Florida and Southern Georgia colleges and universities.

Strategies for improving student readiness for the public postsecondary level

We have expanded our Advanced Placement course offerings from just one class last year, to five classes this year. For the 2014-15 school year, we plan to increase our AP courses and offer Dual Enrollment courses on our campus based on enrollment and interest. We are increasing our efforts to support students in these programs by offering "AP Lunch Labs" as well as Saturday sessions. In addition, we have issued school laptops to all high school students who signed a user agreement with their parents, with which they are experiencing blended learning, which is a widespread practice in colleges and universities. Using this technology, they are learning how to communicate and work ethically and productively, which will help them when they graduate and go to work, the armed forces, or attend a post-secondary educational institution.

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	70%	60%	No	73%
American Indian				
Asian				
Black/African American	68%	47%	No	72%
Hispanic	69%	53%	No	72%
White	70%	62%	No	73%
English language learners				
Students with disabilities	40%	22%	No	46%
Economically disadvantaged	68%	54%	No	71%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	260	33%	35%
Students scoring at or above Achievement Level 4	213	27%	29%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	469	59%	63%
Students in lowest 25% making learning gains (FCAT 2.0)	119	60%	64%

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)	15	65%	79%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		65%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		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	188	64%	68%
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	63%	65%	Yes	67%
American Indian				
Asian				
Black/African American	55%	52%	No	60%
Hispanic	66%	58%	No	69%
White	63%	67%	Yes	67%
English language learners				
Students with disabilities	43%	28%	No	48%
Economically disadvantaged	60%	61%	Yes	64%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	231	38%	40%
Students scoring at or above Achievement Level 4	168	27%	29%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		59%	63%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		60%	64%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	49	30%	35%
Middle school performance on high school EOC and industry certifications	42	92%	96%

High School Mathematics**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	63%	63%	Yes	67%
American Indian				
Asian				
Black/African American	55%	39%	No	60%
Hispanic	66%	58%	No	69%
White	63%	67%	Yes	67%
English language learners		63%		
Students with disabilities	43%	60%	Yes	48%
Economically disadvantaged	60%	57%	No	64%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		71%	75%
Students in lowest 25% making learning gains (EOC)		64%	68%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	46	35%	37%
Students scoring at or above Achievement Level 4	23	18%	20%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	29	43%	44%
Students scoring at or above Achievement Level 4	23	38%	39%

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	33	35%	37%
Students scoring at or above Achievement Level 4	29	31%	33%

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			

Middle School Science**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	33	30%	32%
Students scoring at or above Achievement Level 4	18	17%	19%

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			

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	51	55%	56%
Students scoring at or above Achievement Level 4	21	23%	24%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	257	50%	50%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

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			
Students retained, pursuant to s. 1008.25, F.S.			
Students who are not proficient in reading by third grade	5	5%	5%
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.			

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	218	48%	
Students in ninth grade with one or more absences within the first 20 days			
Students in ninth grade who fail two or more courses in any subject	7	7%	
Students with grade point average less than 2.0	28	15%	
Students who fail to progress on-time to tenth grade			
Students who receive two or more behavior referrals	61	13%	
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	142	31%	26%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	0	0%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)			
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.			
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)			

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

The goal for the 2013-14 school year is to achieve the Golden School status through Sarasota County Schools. This requires the school to have twice as many community volunteer hours as students enrolled in the school. The community volunteers entering the school to volunteer need to go through a background check through the Sarasota County PAL's program and all of the hours need to be registered electronically through the online PAL's registry.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Registered and Approved Parent Volunteers	0	0%	25%

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

Advanced Placement participation and performance

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Advanced Placement Participation	13	7%	19%
Advanced Placement Performance (3+ on exam)	0	0%	50%

Goals Summary

- G1.** For mathematics, 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 i
- G2.** For Mathematics, by the year 2014, there will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating an annual learning gain.
- G3.** 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.
- G4.** For 2013-14, there will be a minimum of 4% increase to the percent proficient for all students on the Algebra 1 EOC.
- G5.** For 2013-14, there will be a minimum of 4% increase to the percent proficient for all students on the Geometry EOC.
- G6.** For 2013-14, there will be a minimum of 4% increase to the percent proficient for all students on the Biology EOC.
- G7.** For the 2013-14 school year, the school will reduce the percentage of suspensions by 5%
- G8.** For writing, 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.
- G9.** For reading, 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 and 4).
- G10.** For science, 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).
- G11.** For reading, 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.
- G12.** For reading, 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.

Goals Detail

G1. For mathematics, 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 i

Targets Supported

Resources Available to Support the Goal

- Math IXL (computer based program) FOCUS Sarasota County Benchmark Assessments Sarasota County Instructional Calendars Core Text FL Math Coach Workbooks

Targeted Barriers to Achieving the Goal

- Technology/network usage and support. Familiarity with the depth and complexity of the curriculum. Time management

Plan to Monitor Progress Toward the Goal

Teacher use of resources and the use of student data to plan for effective instruction

Person or Persons Responsible

Principals, Assistant Principals, Curriculum Coaches, Team Leaders

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formative and summative assessment data and ongoing observation data

G2. For Mathematics, by the year 2014, there will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating an annual learning gain.

Targets Supported

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G3. 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

Resources Available to Support the Goal

- Math IXL (computer based program) FOCUS Sarasota County Benchmark Assessments Sarasota County Instructional Calendars Core Text FL Math Coach Workbooks

Targeted Barriers to Achieving the Goal

- Technology/network usage and support. Familiarity with the depth and complexity of the curriculum. Time management Student Motivation

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G4. For 2013-14, there will be a minimum of 4% increase to the percent proficient for all students on the Algebra 1 EOC.

Targets Supported

- Algebra 1 EOC

Resources Available to Support the Goal

- Algebra Nation, IXL, Before/After school support sessions, Lunch help sessions

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Algebra benchmark testing, midterm exams

Person or Persons Responsible

Algebra teachers, instructional coach, school leaders

Target Dates or Schedule:

Fall, winter, spring

Evidence of Completion:

Data from assessments

G5. For 2013-14, there will be a minimum of 4% increase to the percent proficient for all students on the Geometry EOC.

Targets Supported

- Geometry EOC

Resources Available to Support the Goal

- IXL, Before/After school support sessions, Saturday help sessions, help at lunch

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Geometry benchmark assessments, midterms

Person or Persons Responsible

Geometry teachers, instructional coach, school leaders

Target Dates or Schedule:

fall, winter, spring

Evidence of Completion:

data from assessments

G6. For 2013-14, there will be a minimum of 4% increase to the percent proficient for all students on the Biology EOC.

Targets Supported

- Science - Biology 1 EOC

Resources Available to Support the Goal

- Supplemental computer-based practice, before/after school support sessions, Saturday sessions, help at lunch

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

benchmark assessments, midterm

Person or Persons Responsible

biology teacher, instructional coach, school leaders

Target Dates or Schedule:

fall, winter, spring

Evidence of Completion:

data from assessments

G7. For the 2013-14 school year, the school will reduce the percentage of suspensions by 5%

Targets Supported

- EWS - Elementary School
- EWS - Middle School
- EWS - High School

Resources Available to Support the Goal

- Progressive discipline approach, coaching of students, regular parent contact, weekly SWST and grade level team meetings

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

suspension data, number of referrals per student, parent contact

Person or Persons Responsible

teachers, school leaders, guidance counselors

Target Dates or Schedule:

ongoing

Evidence of Completion:

data results

G8. For writing, 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.

Targets Supported

- Writing

Resources Available to Support the Goal

- Writer's Workshop
- Imagine Writes
- Use of Words Their Way developmental spelling program

Targeted Barriers to Achieving the Goal

- Familiarity with the depth and complexity of the curriculum.
- Time management

Plan to Monitor Progress Toward the Goal

Writing prompts

Person or Persons Responsible

Classroom teacher, Curriculum Coordinator, Principal, Assistant Principals

Target Dates or Schedule:

Monthly

Evidence of Completion:

Evaluation of progress with monthly writing prompts. Collaboration with writing PLC, Curriculum Coordinator, Principal, Assistant Principals.

G9. For reading, 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 and 4).

Targets Supported

Resources Available to Support the Goal

- Two intervention teachers, an academic coach, a new reading series based on the Common Core standards, frequent professional development, regular monitoring of students and analyzing data, Journeys Reading Series, Comprehension Toolkit

Targeted Barriers to Achieving the Goal

- 1. Technology/network usage and support. 2. Familiarity with the depth and complexity of the new standards. 3. Resource of time. 4. Classroom libraries with at least 500 books each.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G10. For science, 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).

Targets Supported

- Science - Elementary School
- Science - Middle School

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Technology/network usage and support
- Familiarity with the depth and complexity of the curriculum
- Time management

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G11. For reading, 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.

Targets Supported

Resources Available to Support the Goal

- Two intervention teachers, an academic coach, common planning time for grade level teachers, Journeys - a new reading series that correlates to the Common Core strategies, Comprehension Toolkit, DRA

Targeted Barriers to Achieving the Goal

- 1. Technology/network usage and support. 2. Familiarity with the depth and complexity of the new standards. 3. Resource of time.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G12. For reading, 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

Resources Available to Support the Goal

- Two intervention teachers, an academic coach, a new reading series with cohesive intervention materials

Targeted Barriers to Achieving the Goal

- 1. Technology/network usage and support. 2. Familiarity with the depth and complexity of the new standards. 3. The resource of time.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. For mathematics, 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 i

G1.B1 Technology/network usage and support. Familiarity with the depth and complexity of the curriculum. Time management

G1.B1.S1 Review student progress monitoring data to ensure groups are redesigned to target student need.

Action Step 1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B1.S3 Leadership Team is aware of pacing guides and monitors implementation through targeted classroom learning walks and classroom walkthroughs

Action Step 1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G8. For writing, 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.

G8.B1 Familiarity with the depth and complexity of the curriculum.

G8.B1.S1 Use of Writer's Workshop

Action Step 1

Leadership Team is aware of models and monitors implementation through targeted classroom learning walks and classroom walkthroughs

Person or Persons Responsible

Principal, Assistant Principals, Curriculum Coordinator

Target Dates or Schedule

Evidence of Completion

Documented classroom learning walks and classroom walkthroughs

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G8.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G8.B2 Time management

G8.B2.S1 Monthly writing prompts

Action Step 1

Evaluation of progress with monthly writing prompts. Collaboration with writing PLC, Curriculum Coordinator, Principal, Assistant Principals

Person or Persons Responsible

Classroom teacher, Curriculum Coordinator, Principal, Assistant Principals

Target Dates or Schedule

Monthly

Evidence of Completion

Writing prompts data

Plan to Monitor Fidelity of Implementation of G8.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G8.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G10. For science, 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).

G10.B1 Technology/network usage and support

G10.B1.S1 Utilize core, Learn, and FOCUS benchmark assessments to monitor students in the core curriculum who need intervention and/or enrichment.

Action Step 1

Review student progress monitoring data to ensure groups are redesigned to target student need.

Person or Persons Responsible

Principal, Assistant Principals, Curriculum Coordinator

Target Dates or Schedule

Evidence of Completion

Effectiveness will be determined through benchmark assessments & core standardized assessments.

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G10.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G10.B2 Familiarity with the depth and complexity of the curriculum

G10.B2.S1 Evidence of workshop model, including essential question and use of gradual release model.

Action Step 1

Lesson Plans will be reviewed during six week targeted classroom learning walks and classroom walkthroughs

Person or Persons Responsible

Principal, Assistant Principal, Curriculum Coordinator

Target Dates or Schedule

Evidence of Completion

Documentaed classroom learning walks and classroom walkthroughs

Plan to Monitor Fidelity of Implementation of G10.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G10.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G10.B3 Time management

G10.B3.S1 Utilize the Pacing Guides

Action Step 1

Leadership Team is aware of pacing guides and monitors implementation through targeted classroom learning walks and classroom walkthroughs

Person or Persons Responsible

Principal, Assistant Principal, Curriculum Coordinator

Target Dates or Schedule

Fall, Winter, Spring

Evidence of Completion

Focused classroom learning walks and classroom walkthroughs

Plan to Monitor Fidelity of Implementation of G10.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G10.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G12. For reading, 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.

G12.B1 1. Technology/network usage and support. 2. Familiarity with the depth and complexity of the new standards. 3. The resource of time.

G12.B1.S1 1. Relevant PD using the technology we currently have. Example includes: use of mimeo board for engagement and focus 2. Relevant and authentic professional development for strategies with students in the lowest quartile. 3. Regularly monitor the students in the fourth quartile for progress. 4. Have the intervention teachers and the coach meet frequently with teams of teachers to best analyze and monitor students in the lowest quartile.

Action Step 1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G12.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G12.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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.

Appendix 2: Budget to Support School Improvement Goals