

Charlotte County Public Schools

L. A. Ainger Middle School



2015-16 School Improvement Plan

L. A. Ainger Middle School

245 COUGAR WAY, Rotonda West, FL 33947

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	No	56%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	14%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	C	B	A

**Preliminary Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Charlotte County School Board.

SIP Authority and Template

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

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	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	22
Goals Summary	22
Goals Detail	22
Action Plan for Improvement	26
Appendix 1: Implementation Timeline	33
Appendix 2: Professional Development and Technical Assistance Outlines	35
Professional Development Opportunities	36
Technical Assistance Items	38
Appendix 3: Budget to Support Goals	0

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 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

To promote TRUST, RESPECT, ACHIEVEMENT, CHARACTER, and KINDNESS in a positive culture that inspires SUCCESS for ALL.

Provide the school's vision statement

Student Success!

School Environment

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

While L.A. Ainger Middle School would not be considered a "diverse" school ethnically, we are sociology-economically diverse, with more than 50% of our students on Free or Reduced lunch. The entire staff is very aware of the importance of our students not only understanding but respecting others who are different from themselves. To appreciate and understand the plight of some of our less fortunate students and families, we have several initiatives that address our struggling families with students being directly involved. One is our "Backpacks for Kids", involving 7th and 8th grade students, is a Service Learning Project required by our Civics course that partners with our neighboring elementary school to provide backpacks with food for needy students. During the holidays, our students get involved in "Seasons of Change" where they bring in change that is donated to help our needy families. Another organization, Cougars Care is an outreach to our homeless students that provides healthy snacks. Another student group, organized by our School Resource Officer, keeps our school pantry stocked and gives out turkeys at Thanksgiving to Ainger families in need. Our Social Studies Professional Learning Community (PLC) has a variety of lessons built into the curriculum that focus on various cultures. Our school has been very proactive when specific areas of concern arise. For example, our school resource officer provided a lesson on bullying and internet safety that took place in a computer course that is mandatory for the majority of our students. When necessary, our Computer PLC can suspend their current instruction to focus on specific current events and/or issues that have arisen in our community.

The student/teacher relationship is one of the most important ingredients to success not only in the classroom, but also school wide. Teachers have a variety of ways to build and reinforce relationships in the classroom. Staff members are encouraged to be actively involved outside of the classroom. From chaperoning school socials, to involvement in after school activities, staff members extend the student/teacher relationship outside of the academic classroom. We have a number of academic, service, and interest clubs, as well as intramural sports and interscholastic sports that meet before and after school. These opportunities are key in relationship building and the production of memories and experiences that are integral to the development of our students.

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

L.A. Ainger opens Champ's Café for service at 8:45 a.m. with buses usually arriving at 8:50. There is a staff member presence across campus and in the cafeteria. Many teachers sponsor activities and tutoring sessions before and after school. Examples include: art, band, mathematics, language arts, STEM, and the sciences.

During school hours, peer mediators are available to provide conflict resolution to students. Our

school resource officer provides a calming presence as well as an annual bully prevention and cyber safety curricula. We have multiple programs that offer student support and services including: guidance counselors, school psychologist and social worker, a nurse, Big Brothers and Big Sisters mentoring, Drug Free Charlotte County, and SWAT (Students Working Against Tobacco). After school, L.A. Ainger has a variety of opportunities for students. Charlotte County Public Schools continues to provide interscholastic sports. Students can compete with other schools in basketball, volleyball, wrestling, and track. L.A. Ainger also has intramural sports throughout the school year with flag football, basketball, volleyball, and cross country. In addition to sports, there are a number of interest and academic clubs that meet weekly. Clubs include: School Activities Council, Nerd Herd, Chorus Club, 3-D Printing Club, Grow Green/ Environmental Club, STEM Club, Math Counts, Art Club, and Wyldlife/FCA. Throughout the school year, Ainger has a variety of activities including school dances, socials, band concerts, art shows, field trips, and our annual Cougar Run.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

At the beginning of the school year, teachers review expected behavior and discipline protocols as outlined in the Code of Student Conduct. A round table forum, comprised of administrators and teachers, has been established to address school wide concerns and solution implementation. For example, a morning detention hall has been established to address classroom behavior and tardy issues. Teachers have established a buddy system that provides a place for students to refocus before returning to their classroom.

L.A. Ainger Middle School's Vision statement, TRACKS, follows a positive behavior intervention support approach. Throughout the school year, events are held to recognize students for their positive behavior. These events reinforce expectations that the faculty and staff have for our students. As an example, we recently gave "TRACKS Treats" to all students who did not have a discipline referral or tardy for the month of August.

During the first week of school, L.A. Ainger suspends curricula to educate our students on school wide expectations and procedures. Topics are separated within our PLC groups and issues are covered regarding behavior, bullying, Code of Conduct, procedures and expectations. All students are given presentations that will continue throughout the school year to address specific behavioral and procedural expectations. For instance, our school resource officer presented a cyber bullying prevention lesson to all exploratory classes.

Various other school wide groups meet regularly to discuss any school wide behavioral concerns. In addition to the Student Assistance Team, L.A. Ainger has a positive behavior intervention support team as well as an Academic Integrity Committee. Various student groups also meet to support our behavioral expectations. These groups include our peer mediators and Respect Our School (ROS).

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 faculty and staff are updated and provided professional development to support the social/emotional needs of all of our students. All staff members are required to participate in statewide training to recognize and report issues of Child Abuse and Neglect. Staff members are made aware of their responsibility to report issues of concern to the school's guidance counselors, social worker, and administration. L.A. Ainger has a Student Assistance Team made up of administrators, guidance counselors, social worker, nurse, school resource officer, and an ESE Liaison. This team meets weekly to address individual and school wide concerns involving our students' social/emotional well being, and early warning indicators. L.A. Ainger has a school social worker on campus 2 days a week who provides counseling, risk assessments, and interventions. The school psychologist provides observations, evaluations, and interventions as needed.

In addition to the variety of school-based interventions facilitated by the Student Assistance Team,

L.A. Ainger has partnerships with outside agencies that work with our students including Big Brothers and Big Sisters, Charlotte County Behavioral Health, Department of Children and Families, Department of Juvenile Justice, Charlotte County Guardian Ad Litem, Lutheran Services of Florida, and Safe Place and Rape Crisis Center (SPARCC).

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

L.A. Ainger will use a variety of data sources in order to identify, analyze, and evaluate problems and interventions for students both academically and behaviorally. Our school based data management system, FOCUS, can track attendance, grades, and discipline. FOCUS is also equipped to record interventions and conferences. School Portal (EDIS) is a data management system our school utilizes which provides real-time data and creates reports based on specific criteria. School Portal (EDIS) is our primary resource to identify students with early warning behavior and academic indicators.

*DATA below as of October 1, 2015

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	
Attendance below 90 percent	4	13	9	26
One or more suspensions	1	1	1	3
Course failure in ELA or Math	25	53	48	126
Level 1 on statewide assessment	0	0	0	
3 or more Referrals	0	1	0	1
Failing 2 or more Subjects	7	19	22	48
GPA below 2.0	0	19	32	51

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	29	59	67	155

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

Teachers across the curriculum differentiate instruction to ensure they are reaching all students including those who require remediation and enrichment. Teachers and the school will contact parents as an early intervention. Parent contact and meetings will occur when appropriate interventions are developed and applied.

Individual teachers will monitor students' academic performance based on specific interventions and school based assessment. Basic interventions include: point sheets, behavior contracts, and positive rewards.

In addition to teachers' formative assessments, which are continuous, i-Ready Diagnostic &

Instructional data will be used to track student achievement levels in Math and Reading. Students will be placed on individualized instructional paths. Students scoring in the lowest percentile are in intensive reading classes with computer access to i-Ready. In addition, most students will have a computer class that utilizes i-Ready for academic growth.

Professional Learning Communities (PLCs) will meet formally once a week from 8:00 to 9:00 on Wednesdays with the exception of the third Wednesday of every month which shall be reserved for grade level meetings. These meetings will focus on standards based instruction, sharing best practices, interpretation of data, instruction directing curriculum maps, student performance gains, and professionalism.

The School Social Worker facilitates weekly Student Assistance Team (SAT) meetings. The SAT will review specific students who have numerous early warning indicators. The SAT will develop a variety of interventions that meet the individual needs of the students.

A Multi-tiered System of Support (MTSS) meeting can be called at any time pending the immediate need of a specific student. Formal MTSS meetings with grade level teachers, PLC leaders, and MTSS case managers will meet as needed. Students may also have Functional Behavioral Analysis Assessments (FUBAs) and then be given Behavioral Improvement Plans (BIPs).

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?

No

PIP Link

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

Description

L.A. Ainger Middle School consistently works to build positive family relationships with monthly S.A.C & P.T.O meetings. Through monthly S.A.C. meetings, presentations are given by school faculty and administration to update families on the latest information regarding school news & data. Parents are given the opportunity to meet with school administration regarding school feedback and concerns. Sub-committees are also formed to prepare and implement The School Improvement Plan along with other various committees. Parents and guardians are also given the opportunity to participate in our school P.T.O where family nights and fundraisers are organized. Events such as 5k runs, Family Nights, Fundraisers, and classroom projects are all discussed and organized with the collaboration of parents. Through these discussions, L.A. Ainger Middle School and it's families have worked together to increase family involvement by 80% over previous year in our Annual 5k Run, offered 7 sources of communication to parents via: email, social media, texting & online portals. These communication avenues have eliminated barriers to keeping our families informed of school events.

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

L.A. Ainger Middle School and local businesses have partnered together to ensure resources are viable here on our campus. Through our L.A. Ainger Business Partner program, we have teamed up with 14 local business partners to offer advertising, recognition, and collaboration to gain valuable insight and donations with our school. Our business partners can donate through either specific grant agenda items

or through school purposes to support school resources. This program has proven to be viable based on community and teacher feedback.

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:

Name	Title
Louden, Marcia	Principal
Gibson, Brad	Assistant Principal
Howard, Dave	Assistant Principal

Duties

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

Total oversight in running all aspects of the school house. This includes but is not limited to the following:

- Maintaining a culture of academic excellence
- Compliance with state and district initiatives and testing
- A budget that is accurate and compliant with all laws and regulations
- Safety and security for all students and staff as a top priority
- Taking responsibility for professional development of staff
- Providing for the needs of the classroom, where possible
- Having a clean and pleasant environment that instills an atmosphere of order and pride.
- Providing opportunities for shared leadership and collaboration with the staff
- Responsible for all staff evaluations.
- Facilitate and encourage parent involvement on many levels including volunteerism, SAC and PTO
- Initiate and foster community partnerships
- Encourage staff to innovate and create 21st century opportunities for the their students

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 foundational piece of aligning resources (personnel, instructional, curricular) is the Master Schedule. Student populations vary and resources made available are continually in a state of flux. These in large measure depend on state and district funding, student needs, and budget. Goal setting and prioritizing each year to align resources to the needs of our students is fundamental. Student Success! is always our primary focus.." shared leadership" has been the model for the past 10 years. We have our PPC /ALC-Ainger Leadership Council) that serves as the collaborative body that combines teacher leadership and administrative leadership and decision making on matters that impact the overall climate and success of our school. This collaborative body meets monthly as well as designated ALC workdays and decides on strategies that impact both teaching and learning, such as professional development, School Improvement Plan, and general management issues such as mid-term and final exam schedules as one example. We also have our PLC (Professional Learning Community) Leaders as a leadership group. Our school decided to designate Wednesdays as our

PLC day every week. These meetings start at 8:00am and end at 9:00am. This has been very successful this year in carving out time for our PLCs to work on the standards, collaborate on best practices, and have grade level PLC collaboration and planning opportunities. "Round Table Discussions" have also emerged as a problem solving body of teachers volunteering to grapple with complex issues and develop problem solving strategies. This has been a grassroots initiative that is lead by teachers and administrators together to brainstorm solutions to thorny issues. It is healthy to see this type of dialogue taking place in the spirit of solving problems. Always our guiding principal is Student Success!

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
	Parent
Kellie Brown	Parent
Courtney Angelo	Parent
Steve Schoff	Parent
Barbara Moore	Parent
Janie Knight	Parent
Marcia Loudon	Principal
Sharon Wienman	Education Support Employee
Stacy Wear	Parent
Rebecca O'Neill	Parent
Theresa Benedict	Parent
Cass Cancelliere	Student
Juli Brown	Parent
Brian Antlsperger	Parent
Veronica Grannan	Parent
Staci Shirley	Parent
Adam Liphin	Parent
Amanda Tannehill	Parent

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

Take part in the development and ongoing review of our goals and execution of the strategies of the SIP Plan.

Development of this school improvement plan

Meet with our ALC to develop the goals of the SIP.

Preparation of the school's annual budget and plan

The school's annual budget and plan is prepared by the district.

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

No funds have been allocated for school improvement for several years.

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

Recruiting demographics that are needed in economically disadvantaged, African American, Asian.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Louden, Marcia	Principal
Ogilvie, Toni	Instructional Media
Jones, Connie	Teacher, K-12
Hedges, Meghan	Teacher, K-12
Galeone, Cindy	Teacher, K-12
Foster, Pat	Teacher, K-12
Cusumano, Lisa	Teacher, K-12
Murnighan, Mary	Teacher, K-12
Cooper, Marianne	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LTT seeks ways to promote reading as a life-long journey.

- 1.Host an annual Book Fair to get books into our the hands of our students
- 2.Utilize the Sunshine State Readers Challenge to encourage students to read high interest books
- 3.Participated in Million Minute Reading Challenge where students at our school were challenged to read a million minutes over a one week period of time
- 4.Offered Family Night at the Book Fair to allow families times to come purchase books and get more books into our students' homes
- 5.Read to kids at the Ribbon Cutting Ceremony
- 6.Added Overdrive Media Console to the library resources so that students could access to hundreds of ebooks through Sarasota County Libraries
- 7.Professional development in Gale Research and shared with the ELA PLC and Science PLC
- 8.Adding Ebsco Host online resources to library to offer teacher access to thousands of nonfiction resources that offer simultaneous use
- 9.Work with classroom teachers to provide ELL students with ipods to utilize in class for translation applications and ESOL applications
- 10.Work with multiple ELA teachers to set up times to check out books so that all students have a book in their hands every day
- 11.Collaborate with teachers to gather groups of books to utilize for unit research Science – planets, elements, dragons History – mythology, constitution
- 12.Organize, manage, and maintain materials that are current, age appropriate, and exciting to young

readers to promote voluntary reading

13. Teach students individually and in groups how to access, evaluate, and use information

14. Collaborate with all PLC's on a monthly basis to evaluate needs and share resources that increase literacy

15. Shared funding from Book Fair with PLC's to purchase resources that could be utilized in the classrooms to increase literacy – History purchased classroom sets of Lincoln's Killer

16. Provided orientation to all incoming 6th graders to teach skills on finding reading materials and using proper research skills

17. Maintain a supportive and nurturing environment in the library to increase student use and satisfaction

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

Each teacher is assigned to a Professional Learning Community (PLC). These PLCs meet for an hour every week. Many teachers have also been moved to buildings with teachers from the same PLC to facilitate ease of collaboration. Faculty Fun Fridays are dedicated to recognizing teachers for outstanding contributions or achievement. Grade level meetings are held monthly.

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

All new teachers are assigned a peer teacher to assist in all areas of teaching. The school is also providing professional development aimed specifically to the needs of each PLC as well as participating in professional development provided by the district. There are currently teachers who are not certified in field. Through our district's evaluation system, teachers at this school last year were classified as effective or highly effective.

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

New teachers are part of the New Educator Training Program (NET) which is a district program where new teachers are paired with a peer teacher in the school. Teachers who are in need (or want) of assistance are also in a district program and paired with an experienced teacher at the school which is the Coaching Assisting and Supporting Teachers Program (CAST). In both cases, teachers gain assistance from their peer, administration, and district personnel. Both programs provide collegial and technical support in effective instructional practices.

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

All texts in core classes are aligned to state standards (past or current) and were part of the state selections for the years they were purchased. The new adoption of math texts are aligned with Florida Standards; the social studies texts are aligned with the NGSSS. The science texts are three or more years old and were aligned with the standards at that time. ELA texts are aligned with Florida Standards. Each teacher is responsible for teaching the currently adopted Florida Standards, and

those standards are listed on teacher websites. Charlotte County School District is establishing curriculum maps for use in all core courses.

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

Data drives instruction and provides information about strengths and weaknesses as they pertain to the Florida Standards. There are three areas of concern as it pertains to student achievement; Math proficiency, Reading proficiency and Writing proficiency. To address reading deficiencies, teachers use iReady resources in their classroom to strengthen weaknesses and enhance strengths. For math, iReady resources continue to be used in the computer classes, while supplemental materials from the textbook are used in the math classroom. In ELA, teachers rely on the textbook series to guide instruction in the use of complex and varied text. Higher order research and writing reflective of state standards is addressed in all subject areas.

Math Placement:

These students are placed in classes using methods from the Florida Inclusion Network (FIN).

Reading Placement:

Intensive Reading is paired with ELA classes for our lowest performing students as determined by the iReady diagnostic. Students are assigned Car-PD certified reading teachers in various curricular areas for our higher performing, yet challenged readers.

Math and Reading Remediation:

Due to significant performance gaps as we continue to transition to Florida Standards, more time is needed to bring students up to increasing levels of reading and math proficiency. Therefore, 99% of our students are supported through iReady standards-based lessons in their computer class.

Students are given individual learning paths through their use of iReady software throughout the day as determined by their diagnostic assessments. This is done through intensive reading classes and is supported through computer classes. Math and ELA/reading teachers monitor their students' progress and make adjustments to their lessons in their classroom and/or in collaboration with the computer teachers. The goal is to increase proficiency and move more students to an on-grade-level status.

Another strategy worth noting is our credit recovery program, Edgenuity. This program is particularly helpful for struggling students. We have a cadre of students who are significantly behind in core credits. We target 7th grade students who have failed one or more core classes and are in danger of being retained. This is to ensure that they receive the proper core skills necessary to be successful before moving to 8th grade. If any of the required twelve core credits are not recovered, students will not be promoted to 9th grade.

Writing Focus:

Writing is a critical part of the ELA Florida Standards, therefore, we must spend a significant amount of time preparing students for this part of the assessment. Rubrics have been provided by the state and are used to guide instruction in writing. The requirements are significantly more rigorous as students must read passages and respond to a complex prompt, plan, compose, type and edit their essay.

Computer Classes will be supporting this effort by spending time on keyboarding through the program Edutype, and practice with computer-based testing.

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: 0

Math and ELA/reading teachers are given two data days. These days consist of release from teaching with their entire PLC to analyze iReady math and reading data as well as evaluate essays as prescribed by the state rubric. These data days are formatted with a protocol by the district that facilitates an in depth examination of strengths and weaknesses as well as trends.

Strategy Rationale

The rationale is to give teachers adequate time for collaboration, analysis, and reflection to inform and differentiate their instruction.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Louden, Marcia, marcia.louden@yourcharlotteschools.net

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

The data collected will be analyzed using EDIS to facilitate the PLC's conversation around the data. This task includes the following:

1. evaluate the standards (iReady progress monitoring tool, state rubric)
2. track trends both positive and negative as they relate to high frequency words, vocabulary, and comprehension
3. share best practices
4. direct or re-direct instruction

Strategy: Before School Program

Minutes added to school year: 0

Professional Learning Communities meet weekly for one hour. (math, ELA-reading, social studies, science, technology, and exploratories)

The PLC's focus on standards, analyzing data from progress monitoring tools (USA Test Prep and iReady) with the intent to direct instruction. The PLCs also share best practices, exemplary lessons, rubrics, and collaborate in developing grade level assessments.

Strategy Rationale

Sharing of best practices helps to improve the craft of the teachers. Analyzing the data helps to drive the instruction toward student success. Weekly professional collaboration brings consistency and high levels of teaching to ultimately benefit students' learning, engagement and achievement.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Louden, Marcia, marcia.louden@yourcharlotteschools.net

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

The ultimate collection of data will be the performance of our students on the progress monitoring tools, USA Test Prep and iReady, and the Florida Standards Assessment

Strategy: Before School Program

Minutes added to school year: 1,980

LA Ainger provides math tutoring through our IM Ready program on Tuesday mornings.

Strategy Rationale

The goal is to help strengthen the areas of weakness for our math students.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Gibson, Brad, bradley.gibson@yourcharlotteschools.net

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

Data days will be used to analyze the iReady progress.

Strategy: Extended School Day

Minutes added to school year: 0

Each PLC will implement a writing goal.

Strategy Rationale

The goal is to improve writing and vocabulary skill across the curriculum.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Gibson, Brad, bradley.gibson@yourcharlotteschools.net

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

Student writing will be assessed to show overall improvement.

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

Open Houses: Separate 6th grade Open House for 7th and 8th grade

Step Up Day for future 6th graders

Articulation Plan with LBHS to include parent information nights, LBHS guidance counselors present registration options to students in March. 8th grade students participate in a field trip to LBHS and enjoy a tour of the school and a session with Manta Mentors, elective presentations and a pep rally. Registration night at LBHS includes personal registration time with a staff member.

All Englewood Principals (5) meet five times per year to discuss trends, needs, and collaborative activities planned for this year.

New School Newsletter will be mailed to all 5th grade students as well as our students (Grade 6,7,8) four times per year.

There will be multiple visitations to feeder elementary schools by school staff.

Videos of L.A. Ainger school culture will be played at elementary schools.

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

Teachers in the core academics strive to provide relevance in their instruction whenever possible.

From guest speakers to utilization of technology, teachers continue to connect the core academics to real world application. Exploratory teachers in STEM, the arts, music, physical education, and consumer science work collaboratively with core academic teachers to connect real world application not only in their exploratory courses but in the core academics. Real world application continues to be an emphasis with our exploratory PLC to ensure students understand the relationship between school and their future. All 8th grade students are required to discuss and cover a unit on career education.

This career education program in the computer classes provides in-depth career research and

meaningful analysis of personality traits in relation to career opportunities. The use of MyCareerShines, a new state mandated career program will be implemented.

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

For the 2015-16 school year, L.A. Ainger is offering Digital Design, and students will receive industry certification and high school credit upon completion.

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

We have instituted STEM Courses that integrate career and technical education through studying agriculture, aquaculture and the study of our local natural resources. Through a local STEM Smart grant we have been able to create innovative classrooms using state-of-the art technology and an instructional design model of collaboration that has met with great success.

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

Guidance counselors meet with students and families to ensure student course selection is meaningful. Time is spent with teachers, families, and students to ensure all students are provided with the most rigorous opportunities available to those qualified students. All 8th grade students are required to fulfill the MyCareerShines component in their computer class. This career education program provides in-depth career research and meaningful analysis of personality traits in relation to career opportunities.

L.A. Ainger has a Talented and Gifted (TAG) program as well as 8th grade courses including Algebra 1, Physical Science, and Digital Design where students can earn high school credit while they are still in middle school. There are advanced courses in all core subject areas and grade levels as well as advanced art in 8th grade. Teachers across the curriculum will continue to differentiate instruction to ensure they are reaching all students including those who require remediation and enrichment.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

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

The following documents were submitted as evidence for this section:

.

Problem Identification Summary

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

Reading and Math as assessed by FSA and monitored by iReady Reading and Math. At this time we have iReady progress monitoring data and teacher anecdotes that indicate a majority of our students are not on grade level as indicated the the rigor of th Florida Standards.

Problem Analysis Summary

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

We are currently at the very beginning of the second year of implementation of the Florida Standards. As of October 1, 2015, we have not been given school or individual student data from April 2015 FSA testing. Our progress monitoring tool, iReady Reading and Math indicate that we are well below grade level in each tested area.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To increase the % of students reaching proficiency ("mid" on-level placement or higher) on the iReady Mathematics EOY diagnostic by 32%.
- G2.** To increase the % of students reaching proficiency on the ("mid" on level placement or higher) on the iReady ELA EOY diagnostic by 55%.

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. To increase the % of students reaching proficiency ("mid" on-level placement or higher) on the iReady Mathematics EOY diagnostic by 32%. 1a

G070970

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	
Math Lowest 25% Gains	46.0

Resources Available to Support the Goal 2

- Available resources include: i-Ready BOY, MOY, and EOY data, computer labs and classes designated for i-Ready support, and classes providing intensive intervention in math.

Targeted Barriers to Achieving the Goal 3

- The increase in rigor of the Florida state standards has resulted in a necessity for mathematics intervention based on low performance data
- Due to a reduction in student population, which has resulted in a loss of teachers, we are unable to provide Intensive Math to low performing math students.

Plan to Monitor Progress Toward G1. 8

i-Ready BOY, MOY, and EOY data

Person Responsible

Marcia Loudon

Schedule

Weekly, from 9/4/2015 to 5/20/2016

Evidence of Completion

lesson plans, website, classroom walk-throughs, progress monitoring data, attendance logs, math PLC data and Data Days

Plan to Monitor Progress Toward G1. 8

i-Ready BOY, MOY, and EOY math data

Person Responsible

Marcia Loudon

Schedule

Weekly, from 9/22/2015 to 5/20/2016

Evidence of Completion

lesson plans, website, classroom walk-throughs, progress monitoring data, attendance logs, math PLC data, and Data Days

G2. To increase the % of students reaching proficiency on the ("mid" on level placement or higher) on the iReady ELA EOY diagnostic by 55%. 1a

G070971

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
ELA/Reading Lowest 25% Gains	58.0

Resources Available to Support the Goal 2

- Available resources include: i-Ready BOY, MOY, and EOY data, computer labs and classes designated for i-Ready support, and ELA/Reading classes providing intensive intervention in reading and writing.

Targeted Barriers to Achieving the Goal 3

- entry-level ability in reading complex texts
- below grade level vocabulary skills across the curriculum
- building experience with written response to complex texts using argumentative writing

Plan to Monitor Progress Toward G2. 8

PLC Leaders will supply evidence of progress toward achieving positive results for vocabulary goal for their PLC.

Person Responsible

Marcia Loudon

Schedule

Weekly, from 9/8/2015 to 5/27/2016

Evidence of Completion

The principal and designees will evaluate the evidence (PLC Vocabulary Goal, samples of student work) presented by the PLC Leader at PLC Leaders meeting. Ongoing progress toward goal will be monitored.

Plan to Monitor Progress Toward G2. 8

PLC Leaders will supply evidence of progress toward achieving positive results for vocabulary goal for their PLC.

Person Responsible

Marcia Loudon

Schedule

Weekly, from 9/8/2015 to 5/27/2016

Evidence of Completion

The principal and designees will evaluate the evidence (PLC Vocabulary Goal, samples of student work) presented by the PLC Leader at PLC Leaders meeting. Ongoing progress toward goal will be monitored.

Plan to Monitor Progress Toward G2. 8

PLC Leaders will supply evidence of progress toward achieving positive results for vocabulary goal for their PLC.

Person Responsible

Marcia Loudon

Schedule

Weekly, from 9/8/2015 to 5/27/2016

Evidence of Completion

The principal and designees will evaluate the evidence (PLC Vocabulary Goal, samples of student work) presented by the PLC Leader at PLC Leaders meeting. Ongoing progress toward goal will be monitored.

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. To increase the % of students reaching proficiency ("mid" on-level placement or higher) on the iReady Mathematics EOY diagnostic by 32%. **1**

 **G070970**

G1.B1 The increase in rigor of the Florida state standards has resulted in a necessity for mathematics intervention based on low performance data **2**

 **B185042**

G1.B1.S1 The use of i-Ready comprehensive math system through our Computer and Math classrooms due to low performance data. **4**

 **S196499**

Strategy Rationale

To provide a system that fills in gaps in math skills and reasoning to move students toward proficiency

Action Step 1 **5**

Computer teachers structure time weekly to provide iReady Math lessons to all students.

Person Responsible

Brad Gibson

Schedule

Weekly, from 9/1/2015 to 5/13/2016

Evidence of Completion

lesson plans, website, classroom walk-throughs and progress monitoring data

Action Step 2 5

before or after school math tutoring

Person Responsible

Brad Gibson

Schedule

Weekly, from 9/8/2015 to 5/10/2016

Evidence of Completion

attendance logs, walk-throughs

Action Step 3 5

Provide math credit recovery after school and potentially during school second semester.

Person Responsible

Brad Gibson

Schedule

On 6/17/2016

Evidence of Completion

Students passing all of their required math classes.

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

The leadership team will manage the implementation of mathematics interventions

Person Responsible

Brad Gibson

Schedule

Weekly, from 9/22/2014 to 6/5/2015

Evidence of Completion

lesson plans, website, classroom walk-throughs, progress monitoring data, attendance logs, and math PLC data days

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

i-Ready progress monitoring system

Person Responsible

Brad Gibson

Schedule

Weekly, from 9/22/2014 to 6/5/2015


Evidence of Completion

lesson plans, website, classroom walk-throughs, progress monitoring data, attendance logs, and math PLC data days

G1.B2 Due to a reduction in student population, which has resulted in a loss of teachers, we are unable to provide Intensive Math to low performing math students. 2

 B185043

G1.B2.S1 The vast majority of students are in Computers where they will be working on their iReady Math learning path at least 45 minutes per week. 4

 S196500

Strategy Rationale

This is the only mechanism during the school day that will ensure that Math remediation will occur.

Action Step 1 5

All students in Computer classes will be working on their iReady Math learning paths.

Person Responsible

Brad Gibson

Schedule

On 5/20/2016

Evidence of Completion

iReady data will be collected and shared with school and district personnel.

G1.B2.S2 Before and/or after school tutoring and credit recovery for missing math credit. 4

 S196501

Strategy Rationale

Students who have deficiencies and gaps in their math knowledge need extended day opportunities to fill in the gaps.

Action Step 1 5

Students who have significant math gaps and/or have failed a semester or more of a math course will be required to attend a credit recovery opportunity. Students who have significant math gaps will be encouraged to attend an extended day tutoring opportunity.

Person Responsible

Marcia Loudon

Schedule

Weekly, from 9/8/2015 to 5/13/2016


Evidence of Completion

Credit Recovery logs and data in FOCUS to document earning of math credit. Tutoring logs and FOCUS grade data.

G2. To increase the % of students reaching proficiency on the ("mid" on level placement or higher) on the iReady ELA EOY diagnostic by 55%. 1

 G070971

G2.B1 entry-level ability in reading complex texts 2

 B185044

G2.B1.S1 Providing close reading opportunities across all core curriculum. 4

 S196502

Strategy Rationale

More practice reading complex text in relevant venues using core curriculum to reinforce comprehension and writing.

Action Step 1 5

All teachers in the core will have students interact with complex texts as relevant to their standards and curriculum.

Person Responsible

Marcia Loudon

Schedule

Weekly, from 8/10/2015 to 5/26/2016


Evidence of Completion

Lesson plans posted on the website indicating Florida Standards, lessons with specific learning goals posted in the classrooms monitored by walk-throughs and observations.

G2.B2 below grade level vocabulary skills across the curriculum **2**

 B185045

G2.B2.S1 Every PLC is concentrating on acquiring grade appropriate vocabulary specific to content within the curriculum. **4**

 S196503

Strategy Rationale

To raise overall vocabulary proficiency and to increase reading comprehension and writing complexity.

Action Step 1 **5**

Subject area PLCs will concentrate on methods and instructional strategies to improve content area vocabulary and writing complexity as it pertains to content standards.

Person Responsible

Marcia Loudon

Schedule

Weekly, from 8/10/2015 to 5/27/2016

Evidence of Completion

The principal will monitor all PLCs to observe implementation of content area vocabulary goals.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 **6**

The principal will monitor PLCs for the effectiveness and implementation of strategies.

Person Responsible

Marcia Loudon

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

PLC member lesson plans, websites, and walk-throughs.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

The principal will monitor the effectiveness of PLC implementation of vocabulary strategies.

Person Responsible

Marcia Louden

Schedule

Weekly, from 9/8/2015 to 5/27/2016


Evidence of Completion

Lesson plans, websites and walk-throughs

G2.B3 building experience with written response to complex texts using argumentative writing 2

 B185046

G2.B3.S1 ELA and Social Studies PLC focus on reading complex texts and writing argumentative essays through effective use of ELA texts and the DBQ Project in Social Studies. 4

 S196504

Strategy Rationale

Cross curricular collaboration and practice in writing using higher level thinking and a more sophisticated writing style.

Action Step 1 5

Giving all students opportunities to write using argumentation as a format in both ELA and Social Studies.

Person Responsible

Marcia Louden

Schedule

Weekly, from 9/8/2015 to 5/6/2016

Evidence of Completion

Student writing samples provided throughout the year, however on a Data Day in early November the ELA PLC will collaborate on scoring argumentative writing using the FSA rubric.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Providing a Data Day for the ELA PLC in November to utilize the FSA Writing Rubric to determine student writing proficiency.

Person Responsible

Marcia Louden

Schedule

On 11/4/2015

Evidence of Completion

Student writing samples and PLC's use of the FSA Writing Rubric.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Administration attending PLC Wednesdays as the ELA PLC and Social Studies PLC collaborate on argumentative writing and the DBQ Project

Person Responsible

Marcia Louden

Schedule

Monthly, from 8/26/2015 to 5/6/2016

Evidence of Completion

Student Writing Samples and PLC attendance logs

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	Computer teachers structure time weekly to provide iReady Math lessons to all students.	Gibson, Brad	9/1/2015	lesson plans, website, classroom walk-throughs and progress monitoring data	5/13/2016 weekly
G1.B2.S1.A1	All students in Computer classes will be working on their iReady Math learning paths.	Gibson, Brad	8/24/2015	iReady data will be collected and shared with school and district personnel.	5/20/2016 one-time
G1.B2.S2.A1	Students who have significant math gaps and/or have failed a semester or more of a math course will be required to attend a credit recovery opportunity. Students who have significant math gaps will be encouraged to attend an extended day tutoring opportunity.	Louden, Marcia	9/8/2015	Credit Recovery logs and data in FOCUS to document earning of math credit. Tutoring logs and FOCUS grade data.	5/13/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	All teachers in the core will have students interact with complex texts as relevant to their standards and curriculum.	Louden, Marcia	8/10/2015	Lesson plans posted on the website indicating Florida Standards, lessons with specific learning goals posted in the classrooms monitored by walk-throughs and observations.	5/26/2016 weekly
G2.B2.S1.A1	Subject area PLCs will concentrate on methods and instructional strategies to improve content area vocabulary and writing complexity as it pertains to content standards.	Louden, Marcia	8/10/2015	The principal will monitor all PLCs to observe implementation of content area vocabulary goals.	5/27/2016 weekly
G2.B3.S1.A1	Giving all students opportunities to write using argumentation as a format in both ELA and Social Studies.	Louden, Marcia	9/8/2015	Student writing samples provided throughout the year, however on a Data Day in early November the ELA PLC will collaborate on scoring argumentative writing using the FSA rubric.	5/6/2016 weekly
G1.B1.S1.A2	before or after school math tutoring	Gibson, Brad	9/8/2015	attendance logs, walk-throughs	5/10/2016 weekly
G1.B1.S1.A3	Provide math credit recovery after school and potentially during school second semester.	Gibson, Brad	9/22/2015	Students passing all of their required math classes.	6/17/2016 one-time
G1.MA1	i-Ready BOY, MOY, and EOY data	Louden, Marcia	9/4/2015	lesson plans, website, classroom walk-throughs, progress monitoring data, attendance logs, math PLC data and Data Days	5/20/2016 weekly
G1.MA2	i-Ready BOY, MOY, and EOY math data	Louden, Marcia	9/22/2015	lesson plans, website, classroom walk-throughs, progress monitoring data, attendance logs, math PLC data, and Data Days	5/20/2016 weekly
G1.B1.S1.MA1	i-Ready progress monitoring system	Gibson, Brad	9/22/2014	lesson plans, website, classroom walk-throughs, progress monitoring data, attendance logs, and math PLC data days	6/5/2015 weekly
G1.B1.S1.MA1	The leadership team will manage the implementation of mathematics interventions	Gibson, Brad	9/22/2014	lesson plans, website, classroom walk-throughs, progress monitoring data, attendance logs, and math PLC data days	6/5/2015 weekly
G2.MA1	PLC Leaders will supply evidence of progress toward achieving positive results for vocabulary goal for their PLC.	Louden, Marcia	9/8/2015	The principal and designees will evaluate the evidence (PLC Vocabulary Goal, samples of student work) presented by the PLC Leader at PLC Leaders meeting. Ongoing progress toward goal will be monitored.	5/27/2016 weekly
G2.MA2	PLC Leaders will supply evidence of progress toward achieving positive results for vocabulary goal for their PLC.	Louden, Marcia	9/8/2015	The principal and designees will evaluate the evidence (PLC Vocabulary Goal, samples of student work) presented by the PLC Leader at PLC Leaders meeting. Ongoing progress toward goal will be monitored.	5/27/2016 weekly
G2.MA3	PLC Leaders will supply evidence of progress toward achieving positive results for vocabulary goal for their PLC.	Louden, Marcia	9/8/2015	The principal and designees will evaluate the evidence (PLC Vocabulary Goal, samples of student work) presented by the PLC Leader at PLC Leaders meeting. Ongoing progress toward goal will be monitored.	5/27/2016 weekly
G2.B2.S1.MA1	The principal will monitor the effectiveness of PLC implementation of vocabulary strategies.	Louden, Marcia	9/8/2015	Lesson plans, websites and walk-throughs	5/27/2016 weekly
G2.B2.S1.MA1	The principal will monitor PLCs for the effectiveness and implementation of strategies.	Louden, Marcia	8/18/2014	PLC member lesson plans, websites, and walk-throughs.	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S1.MA1	Administration attending PLC Wednesdays as the ELA PLC and Social Studies PLC collaborate on argumentative writing and the DBQ Project	Louden, Marcia	8/26/2015	Student Writing Samples and PLC attendance logs	5/6/2016 monthly
G2.B3.S1.MA1	Providing a Data Day for the ELA PLC in November to utilize the FSA Writing Rubric to determine student writing proficiency.	Louden, Marcia	11/4/2015	Student writing samples and PLC's use of the FSA Writing Rubric.	11/4/2015 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 Opportunities

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

G1. To increase the % of students reaching proficiency ("mid" on-level placement or higher) on the iReady Mathematics EOY diagnostic by 32%.

G1.B1 The increase in rigor of the Florida state standards has resulted in a necessity for mathematics intervention based on low performance data

G1.B1.S1 The use of i-Ready comprehensive math system through our Computer and Math classrooms due to low performance data.

PD Opportunity 1

Computer teachers structure time weekly to provide iReady Math lessons to all students.

Facilitator

Brad Gibson

Participants

math and computer PLCs

Schedule

Weekly, from 9/1/2015 to 5/13/2016

PD Opportunity 2

before or after school math tutoring

Facilitator

Brad Gibson

Participants

Teachers

Schedule

Weekly, from 9/8/2015 to 5/10/2016

G2. To increase the % of students reaching proficiency on the ("mid" on level placement or higher) on the iReady ELA EOY diagnostic by 55%.

G2.B1 entry-level ability in reading complex texts

G2.B1.S1 Providing close reading opportunities across all core curriculum.

PD Opportunity 1

All teachers in the core will have students interact with complex texts as relevant to their standards and curriculum.

Facilitator

Pat Foster-PLC Leader ELA Kym Sheehan- District CNI for ELA/Reading Susan James-PLC Leader Social Studies Donna Dunakey-District CNI Social Studies Rachel Vogt-PLC Leader Science Nick Piscitelli-District CNI Science Gina Morella-PLC Leader Math Dawn Johnson-District CNI Math

Participants

Schedule

Weekly, from 8/10/2015 to 5/26/2016

Technical Assistance Items

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

G1. To increase the % of students reaching proficiency ("mid" on-level placement or higher) on the iReady Mathematics EOY diagnostic by 32%.

G1.B1 The increase in rigor of the Florida state standards has resulted in a necessity for mathematics intervention based on low performance data

G1.B1.S1 The use of i-Ready comprehensive math system through our Computer and Math classrooms due to low performance data.

PD Opportunity 1

Provide math credit recovery after school and potentially during school second semester.

Facilitator

Brad Gibson

Participants

All students who have failed a core class from SY 2013-14 or SY 2014-15

Schedule

On 6/17/2016

G2. To increase the % of students reaching proficiency on the ("mid" on level placement or higher) on the iReady ELA EOY diagnostic by 55%.

G2.B2 below grade level vocabulary skills across the curriculum

G2.B2.S1 Every PLC is concentrating on acquiring grade appropriate vocabulary specific to content within the curriculum.

PD Opportunity 1

Subject area PLCs will concentrate on methods and instructional strategies to improve content area vocabulary and writing complexity as it pertains to content standards.

Facilitator

Marcia Loudon

Participants

All Teachers

Schedule

Weekly, from 8/10/2015 to 5/27/2016

Budget

Budget Data

1	G1.B1.S1.A1	Computer teachers structure time weekly to provide iReady Math lessons to all students.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide			\$0.00
2	G1.B1.S1.A2	before or after school math tutoring				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0181 - L. A. Ainger Middle School	Other		\$2,000.00
			Notes: Jump Start Funding			
3	G1.B1.S1.A3	Provide math credit recovery after school and potentially during school second semester.				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0181 - L. A. Ainger Middle School	Other		\$3,000.00
			Notes: Jump Start Budget			
4	G1.B2.S1.A1	All students in Computer classes will be working on their iReady Math learning paths.				\$0.00
5	G1.B2.S2.A1	Students who have significant math gaps and/or have failed a semester or more of a math course will be required to attend a credit recovery opportunity. Students who have significant math gaps will be encouraged to attend an extended day tutoring opportunity.				\$0.00
6	G2.B1.S1.A1	All teachers in the core will have students interact with complex texts as relevant to their standards and curriculum.				\$0.00
7	G2.B2.S1.A1	Subject area PLCs will concentrate on methods and instructional strategies to improve content area vocabulary and writing complexity as it pertains to content standards.				\$2,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0181 - L. A. Ainger Middle School	Title II		\$2,600.00
			Notes: 2 Data Days for Math and ELA PLC - \$2600 1 Data Day for Core and Non-Core Curricular Area-Designated PLC Data Day - Feb. 16, 2016 =\$0			
8	G2.B3.S1.A1	Giving all students opportunities to write using argumentation as a format in both ELA and Social Studies.				\$0.00
Total:						\$7,600.00