Imagine School At Palmer Ranch

2015-16 School Improvement Plan

Imagine School At Palmer Ranch

6220 MCINTOSH RD, Sarasota, FL 34238

www.imagineschoolatpalmerranch.com

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Combination	No	10%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	Yes	31%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	A	A	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 was approved by the Sarasota County School Board on 12/8/2015.

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, 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

Our mission is to cultivate a learning community of students, teachers, and families united in inspiring young minds to become creative, compassionate and visionary leaders of tomorrow through academic rigor and the shared values of justice, integrity and fun.

Provide the school's vision statement

Vision: Excellence is the Only Option.
We utilize the Imagine Schools Measures of Excellence as guiding principles to obtain the following for our school:
Shared Values of Integrity, Justice and Fun – School stakeholders possess the ability to design their role in contributing toward their own success as well as the success of others in our school community. Our school is a place where we can develop an overarching belief that success is a possibility, and consequently take great joy in owning part of the decision making process.
Academic Growth – Students will be exposed to and challenged by a curriculum which balances fundamental skill development with critical thinking and inquiry-based acquisition of knowledge and perspective. Teachers will harness their love of children combined with a passion for learning into the creation of a pedagogy which constantly measures our daily instructional practices against what is best for our students. The school will, in a thoughtful and meaningful fashion, construct a path for learning and growth of our students which transcends standardized testing and fosters a skill set that ensures success inside and outside of the classroom.
Positive Character Development – School staff model and instruct students in the core values required to become a moral, upstanding citizen of our nation. Students experience high expectations for moral development from the school community, and are able to learn from an effective curriculum paired with an ability to practice these values through school facilitated peer interactions, community service and student leadership opportunities.
Economic Sustainability – School combines an urgent need to provide students with instructional materials and support items which will facilitate their education, with a shared understanding to prioritize our expenditures according to the needs of students, live within our budget and model fiscal responsibility with public funds. Developing business partnerships and symbiotic relationships with the local community will assist in this effort.
Parent Choice and Satisfaction – Our parents experience satisfaction due to the progress of their children. They work cooperatively with school personnel to establish goals and priorities. They feel welcomed and valued as partners in the educational process, and perennially choose our school as the best and most suitable fit for their children's educational needs.
School Development – School Community concentrates on a systematic pattern of continuous improvement which entrenches our place as a beacon of high quality education within our community, with the ultimate result being a school which operates at full capacity, thereby maximizing the positive impact of our school community in the local community and surrounding area.

School Environment

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

Each year, the leadership team undergoes the process of collecting and reviewing important data to create a profile that is an accurate description of our school, its students, and their performance. The

school profile begins annually with the individual and specific information on geographical location, free/reduced lunch, and
demographic data. Information from individual registration forms and district mandated forms are inputted into
the district's secure information database (SIS). The Student Information System (SIS) can be used by those with training and user access (registrar, principals, ESE resource staff) to pull individual and school-wide data based on need.
Student and family surveys are administered each year and annual goals are created to meet the needs of our students. We celebrate areas that are strong and/or show significant improvement and standing committees develop the goals for the upcoming year based on areas that show opportunities for improvement.
Our character education program which includes Character Rallies, Weekly lessons/conversations, and positive Character referrals; a 5th-8th grade after school athletics program; and family spirit nights also support a greater understanding of students' cultures and builds relationships between teachers and students.

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

Before school the MPR is open to serve breakfast and provide a safe environment for students to gather. Safety patrols have a clear presence on our campus and take on a leadership role in ensuring that students feel safe and respected as the school day begins.
Administrators do not remain in the offices throughout the school day. They are constantly walking around the campus, visiting classrooms, speaking with students and staff and remain visible at all times during the day. No one knows where they will show up, which makes a huge difference in the incidence of hallway, classroom and bathroom misbehaviors. Should they become aware of possible student to student conflicts, they are able to visibly monitor students, ensuring that a chance conversation does not cause a serious incidence of misbehavior.
Positive behavior referrals and a strong character education program ensure that the community focus remains on teaching children what to do and developing student skills that support a safe and respectful school environment.
After school, we encourage students to stay on campus and participate in a variety of clubs, academic assistance opportunities, extracurricular activities and sports.

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

The following procedures are to be followed in matters of discipline throughout the school. Imagine Schools is in the business of helping parents educate their children. Focusing on developing the whole child, parents, teachers, and students will work together to consistently reinforce our school behavioral expectations. At Imagine School at Palmer Ranch, our use of discipline serves to strengthen the bond between student and teacher and educate children on the natural consequences of their actions.
Anti-Bullying Policy
The Imagine School at Palmer Ranch teachers and staff has made a commitment to provide a bully free school for all our students. Bullying is defined as deliberate hostile activity, repeated over time, and marked by an imbalance of power, intent to harm, and/or threat of aggression. We have adopted a no-tolerance policy when it comes to all types of bullying behavior (physical, verbal, relational aggression, sexual harassment, and cyberbullying). This policy will be supported through direct education, immediate consequences, and strong school-wide character development, in order to create and maintain a physically and emotionally safe learning environment.
Electronic Devices

Cell phones should be turned off and out of sight at all times during school hours. If a student is seen using their cell phone during an unauthorized period of time the following actions will be taken:
1. Verbal warning, noted on behavior sheet
2. The student or teacher will take the cell phone to the office, and the parent/guardian can pick it up at the end of the day.
Progressive Consequences
At ISPR, teachers and other staff members are empowered to successfully deal with most discipline problems on their own, without the intervention of the School Leadership Team. Our collective goal is to keep children in the learning environment at all times. Our school-wide behavior plan includes a chart which lists infractions and their progressive consequences. The list of infractions is not exhaustive, but contains the behaviors most often included in school-wide plans. Parents should also refer to the Sarasota County Code of Student Conduct for further information on district level offenses. Note that the consequences at ISPR again, are meant to educate rather than punish.
Communication
Consistent communication among and between teachers, support staff, the leadership team, and parents is essential to the success of the ISPR School-Wide Behavior Plan. All adults share the responsibility of communicating information about student infractions to relevant stakeholders in a prompt, positive, and professional manner. The underlying purpose of this communication should always be in the best interest of the student and his/her individual improvement.

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 pupil support administrator (PSA) works closely with students and staff on meeting student social and emotional needs. The PSA stays in close communication with the principal, families and classroom teachers. The ESE Liaison at the elementary campus attends district level elementary counseling meetings in addition to her own trainings in order to stay abreast of all of the resources and developments in working with K-8 students. The PSA refers families to outside counseling and community resources as needed when the student's social-emotional needs are outside of the scope of the school. All instructional, administrative and support staff work closely with students and families to ensure that social emotional needs are being met comprehensively for each student. The SWST team meets every other week to discuss students of concern and strategize ways to support those students.

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

A. Every other week our SWST team meets to look at students of concern. We discuss students with attendance below 90%, students who are suspended, students who are failing core subject courses and students who scored below a level 3 on statewide assessments. These students have been identified by school staff for falling into one of the early warning indicator categories.

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
	K	1	2	3	4	5	6	7	8	
Attendance below 90 percent	2	2	2	2	1	2	4	4	3	22
One or more suspensions	4	3	0	2	0	0	3	0	0	12
Course failure in ELA or Math	0	3	1	2	0	1	0	1	0	8
Level 1 on statewide assessment	0	0	0	2	5	6	8	7	0	28

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

Indicator	Grade Level					Total
	K	1	3	4	7	
Students exhibiting two or more indicators	1	1	1	1	1	5

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

Students who score below a level 3 on statewide testing in reading and/or math are automatically scheduled into intensive classes for these subjects. Leading up to statewide testing, we offer additional morning help sessions for students to prepare them for these tests. For all students struggling academically, we encourage participation in our after school homework help program. Teachers contact parents when a student's grades slips and document this discussion and recommendation Homework Help. Parent meetings are also held for students who are chronically absent, tardy or suspended. When a student's absence rate falls below 90%, the school mails letters home and contacts parents to discuss the concern and strategies to get the student to school. These students continue to be monitored by the SWST team until consistent improvement occurs.

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

Broaden the breadth of parent participation across the school community. Historically, a few parents have done a lot. Our parent involvement target is to have many parents do a little so everyone feels a greater investment in our school community and all students benefit from parent participation. Parents complete an annual volunteer form to communicate with the school how they would like to be involved. Chairs of events reach out to these families and the school community at large as events draw near to encourage and invite participation.
The school's mission and vision are communicated to families through a weekly newsletter, weekly class bulletins, school website and on campus. Parents are informed of their child's progress through email communication, verbal communication, face to face meetings and access to the online grade portal.

The weekly newsletter announces opportunities for parents to become involved on school task forces and/or standing committees.

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

The school has placed a partnership page on its website and identified one staff member who's responsibility it is to build and sustain partnerships within the community, including reaching out to new partners, fostering relationships with current partners and identifying the perfect matches between school and partner needs.

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
Wright, Alisa	Principal
Arritt, Leisa	Instructional Coach
Turkovics, Lori	Assistant Principal

Duties

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

The leadership team includes the principal, instructional coach, pupil support administrator, early childhood director, elementary academy leaders, middle school academy leader and ESE leader. Each is exemplary in their fields and acts as the liaison between their team and the leadership team. Communication flows up and down ensuring that decisions making is representative of the needs of all stakeholders.

The SWST (School Wide Support Team) trains all teachers in the MTSS process, then meets twice a month throughout the rest of the school year with the classroom teachers to review teacher's ongoing data collected when working with the students who are in Tier II or Tier III, and to continually ensure and provide support that the interventions are effective. The SWST reviews all MTSS paperwork and data gathered from the teacher. This team also helps teachers develop effective interventions for Tier I and Tier II students and monitor the students' progress.

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.

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 leadership team review school data including academic, surveys, and financial. They meet weekly to make decisions, review current issues/celebrations, and set the agenda for faculty meetings. The team is led by the principal.

An inventory of resources is kept by the business manager and revised annually.

We use data such as FAIR data for reading, FOCUS, FCAT, and District Benchmark Assessments for reading and math in Middle School, STAR, regular writing prompt assessment with rubric, and ongoing progress monitoring through Fountas and Pinnell Benchmark Assessments, Unit Assessments in Reading and Math and daily conferring with readers and writers. The Instructional Coach observe Tier I Classroom instruction to ensure effectiveness of core instruction and provide support to teachers who need help with core instruction. To support teachers who have students in Tier II or Tier I, we have a SWST (Schoolwide Support Team) that meets twice a month throughout the whole school year to review teacher's ongoing data with students who are in Tier II or Tier III, and to continually ensure and provide support that the intervetions are effective.

Title II: funds are used to provide professional development opportunities to the faculty which are aligned with our professional development calendar.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Governing Board and Leadership Team	Business/Community

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

Governing Board and Leadership Team review previous SIP and utilize information to determine goals for the upcoming school year. Based on last year's results, focus is on writing, elementary math and increasing student enrollment.

In accordance with state statute, the school's governing Board serves as it's SAC.

Development of this school improvement plan

Governing Board reviews and approves SIP.

Preparation of the school's annual budget and plan

Schools budget is prepared by Regional finance director, business manager and principal and then reviewed and approved by Governing Board.

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

Instructional materials funds are being used to purchase reading and math curriculum for grades 1-5 that is aligned to the CCSS.

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

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Arritt, Leisa	Instructional Coach
Turkovics, Lori	Assistant Principal
Wright, Alisa	Principal

Duties

Describe how the LLT promotes literacy within the school

The major focus of the LLT this year is as follows:
1. finalize curricular alignment with FSS
2. familiarize faculty with FSA and align instruction with requirements
3. Increase rigor in writing curriculum with focus on writing in response to reading
4. provide relevant professional development to faculty
5. infuse character education into literacy throughout the grades
6. ensure common planning time for staff
7. ensure common data chat time with grade level teams
8. increase integration of curriculum
9. increase academic growth of students in the lowest quartile

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

The following strategies are used to encourage positive working relationships between teachers:
1. common planning time
2. common data chat time
3. opportunities to observe each other provided
4. common time with SWST team to brainstorm

5. mentor teachers are provided to new teachers
6. new teachers meet with principal to provide ongoing suppot

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

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. ISPR has an instructional coach, who also work directly with all staff, paying close attention to the needs of new teachers.

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

New teachers are paired with veteran teachers to support their development as an educator as well as their understanding of our school's culture. Teachers are paired with highly effective educators who teach similar ages and subjects. Mentors meet regularly with their mentees to address the following:
1. general questions
2. planning
3. school culture
4. student data
5. character development
6. observe and provide feedback or be observed

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

1. Use of county instructional focus guides for planning purposes
2. Unpacking of standards in PLC/common planning time
3. Realignment of current resources across grades to Florida Standards
4. Use of county benchmark assessments for monitoring purposes
5. Weekly grade-level data chats and vertical content meetings for topic roll out

Instructional Strategies

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

The school uses data to provide differentiated instruction to students in both formal and informal ways. The 2013-2014 FCAT data was used to form intensive intervention groups within all grade levels. FAIR, Renaissance STAR Early Literacy, Reading, and Math assessments are administered in all grade levels. Targeted diagnostic information provides instructional grouping configurations to help drive instruction and differentiate as needed.
Within classrooms, students participate in district benchmark assessments and frequent progress

monitoring through teacher driven assessments. Proficiency levels within specific content is evaluated in an ongoing fashion to support instruction. Informed choices are made, as a result, and students are instructed in small group instructional settings for re-teaching or enrichment purposes.

Data chats are held weekly with teachers, instructional coaches and/or administrators to review the likelihood of attaining benchmark proficiency/mastery.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 2,700

Extended school day to allow extra time for instruction, intervention, and enrichment activities.

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

FCAT data is tracked to determine if scores steadily increase over time.

Strategy: After School Program

Minutes added to school year: 1,860

Students, based on teacher recommendation, may participate in the "Homework Help" club which meets every Tuesday, for 1 hour after school, and is facilitated by ESE Teacher Michelle Morris.

Strategy Rationale

Students seem motivated to attend as they are tutored by high school students in academic areas of concern, or if they lack the parental support needed to maximize their success.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

Strategy: Extended School Day

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy

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

Student Transition and Readiness

PreK-12 Transition

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

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

We have a VPK program that feeds directly into our Kindergarten program. Our Early Childhood takes part in all professional development given to the school including Common Core Trainings.

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

School counselor meets with each grades level regarding course scheduling, advising students on the most suitable and appropriate match. All 8th graders participate in career planning program provided by the state. School counselor presents HS options to the 8th graders and is available to meet individually.

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

The school schedule is designed so that grade level teams have the same planning period soo that middle school teachers can plan units of study together. Teams have common planning so that they can insure that students can apply what they are learning in math can be applied to what they are learning in science. All teachers are literacy teachers so in Science students are reading informational texts and apply reading strategies to learn content area standards.

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

Career education is integrated into the 8th grade social studies curriculum.
Technical education is integrated into daily course work with technology available in every classroom and a computer lab schedule that includes intermediate and middle school classes for research/technical education purposes.

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

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:

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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.

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.

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. For Science: By the end of the 2014-2015 school year, there will be a four percentage point increase or higher for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3,4,5).

G2. For Reading: By the end of the 2014-2015 school year, there will be a four percentage point increase or higher in the number of students demonstrating a learning gain in the lowest quartile.

G3. For Reading: By the end of the 2014-2015 school year, there will be a four percentage point increase or higher for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3 and 4).

G4. For writing: By the end of the 2014-2015 school year, there will be a four percentage point increase or higher when less than 75% are demonstrating proficiency on the writing stimulus prompt on the FSA.

G5. For Mathematics: By the end of the 2014-2015 school year, there will be a two percentage point increase or higher in the number of students demonstrating a learning gain in the lowest quartile.

G6. For Mathematics: by the end of the 2014-2015 school year, there will be a two percentage point increase or higher for all student groups where 70% or more are currently demonstrating an annual learning gain.

G7. Mathematics: by the end of the 2014-2015 school year, there will be a four percentage point increase or higher for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3 & 4).

G8. Implement an instructional focus calendar that supports faculty in effectively implementing CCSS.

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. For Science: By the end of the 2014-2015 school year, there will be a four percentage point increase or higher for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). `1a`

🔑 G072349

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	72.0

Resources Available to Support the Goal `2`

- Harcourt Science Houghton Mifflin (Supplemental) e-resources (ie. National Geographic, Discovery Kids)

Targeted Barriers to Achieving the Goal `3`

- Familiarity with the depth and complexity of the curriculum

- Time Management

G2. For Reading: By the end of the 2014-2015 school year, there will be a four percentage point increase or higher in the number of students demonstrating a learning gain in the lowest quartile. `1a`

🔑 G072350

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	78.0

Resources Available to Support the Goal `2`

- Core Curriculum: Journeys (Elem), Collections(MS)

- Triumph Learning: Ladders to Success, Support Coach

Targeted Barriers to Achieving the Goal `3`

- Familiarity with depth and complexity of standards

Plan to Monitor Progress Toward G2. `8`

Intensive Intervention mini assessments using strategic intervention materials (ie. Ladders to Success, Support Coach)

Person Responsible

Leisa Arritt

Schedule

Monthly, from 9/11/2014 to 5/21/2015

Evidence of Completion

Observation data, individual student data

G3. For Reading: By the end of the 2014-2015 school year, there will be a four percentage point increase or higher for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3 and 4). 1a

🔍 G072351

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	77.0

Resources Available to Support the Goal 2

- Two intervention teachers, the Instructional Coach, CCSS aligned reading series: 'Journeys' (Elem), 'Collections' (Middle School), frequent professional development, monthly monitoring of students and analyzing data, strategic intervention materials (to supplement as needed)

Targeted Barriers to Achieving the Goal 3

- 1. Technology/network usage and support. 2. Familiarity with the depth and complexity of the new standards. 3. Time Management 4. Abundance of leveled readers and/or high interest low difficulty materials

G4. For writing: By the end of the 2014-2015 school year, there will be a four percentage point increase or higher when less than 75% are demonstrating proficiency on the writing stimulus prompt on the FSA. `1a`

🔍 G072352

Targets Supported `1b`

Indicator	Annual Target
FAA Writing Proficiency	

Resources Available to Support the Goal `2`

-
- Writer's Workshop
- fsaassessments.org
- Monthly Writing Stimulus Prompts
- e-resources: Scholastic, Time for Kids, Sports Illustrated for Kids, Newspaper (current events)

Targeted Barriers to Achieving the Goal `3`

- Familiarity with new writing curriculum and FSA Writing Stimulus
- Time Management

Plan to Monitor Progress Toward G4. `8`

Writing Prompts

Person Responsible
Leisa Arritt

Schedule
Every 6 Weeks, from 9/23/2014 to 5/21/2015

Evidence of Completion
Evaluation of progress via monthly writing prompts, Collaboration with Language Arts teachers, Principal, and Instructional Coach.

G5. For Mathematics: By the end of the 2014-2015 school year, there will be a two percentage point increase or higher in the number of students demonstrating a learning gain in the lowest quartile. 1a

G072353

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	95.0

Resources Available to Support the Goal 2

- Core Curriculum
- Triumph Learning: Ladders to Success
- Sarasota County Benchmark Assessments Sarasota County Instructional Pacing Guides

Targeted Barriers to Achieving the Goal 3

- Time Management: Allotting time to use effective intervention strategies as needed

Plan to Monitor Progress Toward G5. 8

School wide progress monitoring data will be reviewed with the Leadership/School-Wide Support Team.

Person Responsible

Alisa Wright

Schedule

Evidence of Completion

School-Wide Support Team meeting minutes/data

G6. For Mathematics: by the end of the 2014-2015 school year, there will be a two percentage point increase or higher for all student groups where 70% or more are currently demonstrating an annual learning gain. 1a

G072354

Targets Supported 1b

Indicator	Annual Target
Math Gains	94.0

Resources Available to Support the Goal 2

- Core Curriculum (Elem and Middle School) Sarasota County Benchmark Assessments Sarasota County Instructional Pacing Guides Mountain Math Everyday Counts e-resources (FSA prep)

Targeted Barriers to Achieving the Goal 3

- Familiarity with the depth and complexity of the curriculum.

G7. Mathematics: by the end of the 2014-2015 school year, there will be a four percentage point increase or higher for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3 & 4). `1a`

🔍 G072355

Targets Supported `1b`

Indicator	Annual Target
AMO Math - All Students	65.0

Resources Available to Support the Goal `2`

- Core Curriculum (Elem and Middle School) STAR Sarasota County Benchmark Assessments Sarasota County Instructional Focus Guides Go Math Ladders to Success (Math: Strategic Intervention Materials)

Targeted Barriers to Achieving the Goal `3`

- Familiarity with the depth and complexity of the curriculum.

Plan to Monitor Progress Toward G7. `8`

Teacher use of appropriate resources coupled with student data to implement effective instructional practices

Person Responsible

Schedule

Evidence of Completion
Formative and summative assessment data, ongoing observation data

G8. Implement an instructional focus calendar that supports faculty in effectively implementing CCSS. `1a`

🔍 G072356

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

- Instructional coach Adoption of ELA and Math Curriculum 1st-5th Grades

Targeted Barriers to Achieving the Goal `3`

- Learning curve as faculty transitions to new curriculum

Plan to Monitor Progress Toward G8. `8`

Ongoing PD

Person Responsible

Schedule

Evidence of Completion
Presentations from Early Release PDs PLC notes Observation feedback forms and coaching notes

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. For Science: By the end of the 2014-2015 school year, there will be a four percentage point increase or higher for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). 1

🔑 G072349

G1.B1 Familiarity with the depth and complexity of the curriculum 2

🔑 B188602

G1.B1.S1 Evidence of understanding of essential questions, as well as frequent student engagement and cooperative learning activities. 4

🔑 S200067

Strategy Rationale

Action Step 1 5

Lesson Plans will be reviewed on an 'as needed' basis and level of student engagement will be one focus of the targeted classroom walkthroughs.

Person Responsible

Alisa Wright

Schedule

Evidence of Completion

Classroom walkthrough documentation

G2. For Reading: By the end of the 2014-2015 school year, there will be a four percentage point increase or higher in the number of students demonstrating a learning gain in the lowest quartile. `1`

🔑 G072350

G2.B1 Familiarity with depth and complexity of standards `2`

🔑 B188604

G2.B1.S1 1. Relevant PD using the technology we currently have. For example: 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 lowest quartile for progress using intensive intervention materials. 4. Have the intervention teachers and the coach meet frequently with teams of teachers to best analyze and monitor students in the lowest quartile. `4`

🔑 S200069

Strategy Rationale

Action Step 1 `5`

Mimeo used for student engagement and focus

Person Responsible

Schedule

Evidence of Completion

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

Instructional Coach will meet with teachers to follow up on mimeo training, as needed, and provide feedback on how the technology is being used.

Person Responsible

Leisa Arritt

Schedule

Evidence of Completion

Instructional staff will plan with Instructional coach to create mimeo lessons that effectively communicate learning goals to the students.

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

Person Responsible

Schedule

Evidence of Completion

G4. For writing: By the end of the 2014-2015 school year, there will be a four percentage point increase or higher when less than 75% are demonstrating proficiency on the writing stimulus prompt on the FSA. `1`

🔍 G072352

G4.B1 Familiarity with new writing curriculum and FSA Writing Stimulus `2`

🔍 B188607

G4.B1.S1 Writer's Workshop, graphic organizer for planning, e-resources for cross-curricular practice `4`

🔍 S200071

Strategy Rationale

Action Step 1 `5`

Leadership Team will monitor implementation through targeted classroom walkthroughs, and assess student progress via data chats with Instructional Coach

Person Responsible

Alisa Wright

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B1.S1 `6`

Documented observations and feedback from the Instructional Coach, will inform decision making.

Person Responsible

Alisa Wright

Schedule

Monthly, from 9/18/2014 to 5/29/2015

Evidence of Completion

Ongoing Observation Forms, Instructional Coach Logs

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 `7`

Monitor effective instructional practices

Person Responsible

Alisa Wright

Schedule

Evidence of Completion

Observation Data

G5. For Mathematics: By the end of the 2014-2015 school year, there will be a two percentage point increase or higher in the number of students demonstrating a learning gain in the lowest quartile. 1

G072353

G5.B2 Time Management: Allotting time to use effective intervention strategies as needed 2

B188610

G5.B2.S1 Monthly data chats to discuss/brainstorm implementation of effective intervention strategies for Tier 2 and Tier 3 students. 4

S200072

Strategy Rationale

Action Step 1 5

Instructional Coach will work with classroom teachers to determine intensive intervention strategies and measurable data points for students in Tier 2. ESE Liason will be included in meetings for students entering Tier 3 interventions; S/L Pathologist for students receiving Language based interventions.

Person Responsible

Leisa Arritt

Schedule

Evidence of Completion

School Wide Support Team minutes/data

Plan to Monitor Fidelity of Implementation of G5.B2.S1 6

Grade level team meetings to review progress monitoring data and make decisions regarding effective instructional grouping.

Person Responsible

Leisa Arritt

Schedule

Evidence of Completion

Team meeting notes/student data

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 `7`

Lesson plans will be monitored, on an 'as needed' basis and level of student engagement will be a focus of classroom walkthroughs.

Person Responsible

Alisa Wright

Schedule

Evidence of Completion

Classroom Walkthrough Documentation

G7. Mathematics: by the end of the 2014-2015 school year, there will be a four percentage point increase or higher for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3 & 4). `1`

🔑 G072355

G7.B1 Familiarity with the depth and complexity of the curriculum. `2`

🔑 B188614

G7.B1.S1 Review student progress monitoring data to help inform differentiated instructional grouping needs `4`

🔑 S200076

Strategy Rationale

Action Step 1 `5`

Monthly data chats are conducted to review student academic progress and to inform differentiated instructional grouping decisions

Person Responsible

Leisa Arritt

Schedule

Evidence of Completion

Review benchmark data, progress monitoring data, STAR data, instructional groupings, etc., use of data walls, student data notebooks

Plan to Monitor Fidelity of Implementation of G7.B1.S1 6

Quarterly administrative/leadership meetings to review school wide progress monitoring.

Person Responsible

Alisa Wright

Schedule

Evidence of Completion

School wide data binder

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7

Engage in school wide goal setting

Person Responsible

Alisa Wright

Schedule

Evidence of Completion

Evaluation of school wide data to assist in goal setting process

G8. Implement an instructional focus calendar that supports faculty in effectively implementing CCSS. `1`

G072356

G8.B1 Learning curve as faculty transitions to new curriculum `2`

B188617

G8.B1.S1 Ongoing PD `4`

S200078

Strategy Rationale

Action Step 1 `5`

Ongoing PD

Person Responsible

Schedule

Evidence of Completion

Presentations from Early Release PDs PLC notes Observation feedback forms and coaching notes

Plan to Monitor Fidelity of Implementation of G8.B1.S1 `6`

Ongoing PD

Person Responsible

Schedule

Evidence of Completion

Observations of skill implementation in classrooms.

Plan to Monitor Effectiveness of Implementation of G8.B1.S1 `7`

Classroom observations

Person Responsible

Schedule

Evidence of Completion

observation feedback and coaching notes

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	Lesson Plans will be reviewed on an 'as needed' basis and level of student engagement will be one focus of the targeted classroom walkthroughs.	Wright, Alisa	Classroom walkthrough documentation	monthly	
G2.B1.S1.A1	Mimeo used for student engagement and focus			one-time	
G4.B1.S1.A1	Leadership Team will monitor implementation through targeted classroom walkthroughs, and assess student progress via data chats with Instructional Coach	Wright, Alisa		one-time	
G5.B2.S1.A1	Instructional Coach will work with classroom teachers to determine intensive intervention strategies and measurable data points for students in Tier 2. ESE Liason will be included in meetings for students entering Tier 3 interventions; S/L Pathologist for students receiving Language based interventions.	Arritt, Leisa	School Wide Support Team minutes/data	biweekly	
G7.B1.S1.A1	Monthly data chats are conducted to review student academic progress and to inform differentiated instructional grouping decisions	Arritt, Leisa	Review benchmark data, progress monitoring data, STAR data, instructional groupings, etc., use of data walls, student data notebooks	monthly	
G8.B1.S1.A1	Ongoing PD		Presentations from Early Release PDs PLC notes Observation feedback forms and coaching notes	one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.MA1	Intensive Intervention mini assessments using strategic intervention materials (ie. Ladders to Success, Support Coach)	Arritt, Leisa	9/11/2014	Observation data, individual student data	5/21/2015 monthly
G2.B1.S1.MA1	[no content entered]			one-time	
G2.B1.S1.MA1	Instructional Coach will meet with teachers to follow up on mimeo training, as needed, and provide feedback on how the technology is being used.	Arritt, Leisa	Instructional staff will plan with Instructional coach to create mimeo lessons that effectively communicate learning goals to the students.	quarterly	
G4.MA1	Writing Prompts	Arritt, Leisa	9/23/2014	Evaluation of progress via monthly writing prompts, Collaboration with Language Arts teachers, Principal, and Instructional Coach.	5/21/2015 every-6-weeks
G4.B1.S1.MA1	Monitor effective instructional practices	Wright, Alisa	Observation Data	monthly	
G4.B1.S1.MA1	Documented observations and feedback from the Instructional Coach, will inform decision making.	Wright, Alisa	9/18/2014	Ongoing Observation Forms, Instructional Coach Logs	5/29/2015 monthly
G5.MA1	School wide progress monitoring data will be reviewed with the Leadership/ School-Wide Support Team.	Wright, Alisa	School-Wide Support Team meeting minutes/data	one-time	
G5.B2.S1.MA1	Lesson plans will be monitored, on an 'as needed' basis and level of student engagement will be a focus of classroom walkthroughs.	Wright, Alisa	Classroom Walkthrough Documentation	monthly	
G5.B2.S1.MA1	Grade level team meetings to review progress monitoring data and make decisions regarding effective instructional grouping.	Arritt, Leisa	Team meeting notes/student data	monthly	
G7.MA1	Teacher use of appropriate resources coupled with student data to implement effective instructional practices		Formative and summative assessment data, ongoing observation data	one-time	
G7.B1.S1.MA1	Engage in school wide goal setting	Wright, Alisa	Evaluation of school wide data to assist in goal setting process	one-time	
G7.B1.S1.MA1	Quarterly administrative/leadership meetings to review school wide progress monitoring.	Wright, Alisa	School wide data binder	quarterly	
G8.MA1	Ongoing PD		Presentations from Early Release PDs PLC notes Observation feedback forms and coaching notes	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G8.B1.S1.MA1	Classroom observations		observation feedback and coaching notes	once	
G8.B1.S1.MA1	Ongoing PD		Observations of skill implementation in classrooms.	once	

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.

G2. For Reading: By the end of the 2014-2015 school year, there will be a four percentage point increase or higher in the number of students demonstrating a learning gain in the lowest quartile.

G2.B1 Familiarity with depth and complexity of standards

G2.B1.S1 1. Relevant PD using the technology we currently have. For example: 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 lowest quartile for progress using intensive intervention materials. 4. Have the intervention teachers and the coach meet frequently with teams of teachers to best analyze and monitor students in the lowest quartile.

PD Opportunity 1

Mimeo used for student engagement and focus

Facilitator

Participants

Instructional Staff receiving the equipment

Schedule

G4. For writing: By the end of the 2014-2015 school year, there will be a four percentage point increase or higher when less than 75% are demonstrating proficiency on the writing stimulus prompt on the FSA.

G4.B1 Familiarity with new writing curriculum and FSA Writing Stimulus

G4.B1.S1 Writer's Workshop, graphic organizer for planning, e-resources for cross-curricular practice

PD Opportunity 1

Leadership Team will monitor implementation through targeted classroom walkthroughs, and assess student progress via data chats with Instructional Coach

Facilitator

Leisa Arritt

Participants

Instructional Staff

Schedule

G7. Mathematics: by the end of the 2014-2015 school year, there will be a four percentage point increase or higher for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3 & 4).

G7.B1 Familiarity with the depth and complexity of the curriculum.

G7.B1.S1 Review student progress monitoring data to help inform differentiated instructional grouping needs

PD Opportunity 1

Monthly data chats are conducted to review student academic progress and to inform differentiated instructional grouping decisions

Facilitator

Leisa Arritt

Participants

Instructional Staff

Schedule

G8. Implement an instructional focus calendar that supports faculty in effectively implementing CCSS.

G8.B1 Learning curve as faculty transitions to new curriculum

G8.B1.S1 Ongoing PD

PD Opportunity 1

Ongoing PD

Facilitator

Alisa Wright and Leisa Arritt

Participants

Instructional Staff

Schedule

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Lesson Plans will be reviewed on an 'as needed' basis and level of student engagement will be one focus of the targeted classroom walkthroughs.	$0.00
2	G2.B1.S1.A1	Mimeo used for student engagement and focus	$0.00
3	G4.B1.S1.A1	Leadership Team will monitor implementation through targeted classroom walkthroughs, and assess student progress via data chats with Instructional Coach	$0.00
4	G5.B2.S1.A1	Instructional Coach will work with classroom teachers to determine intensive intervention strategies and measurable data points for students in Tier 2. ESE Liason will be included in meetings for students entering Tier 3 interventions; S/L Pathologist for students receiving Language based interventions.	$0.00
5	G7.B1.S1.A1	Monthly data chats are conducted to review student academic progress and to inform differentiated instructional grouping decisions	$0.00
6	G8.B1.S1.A1	Ongoing PD	$0.00
		Total:	$0.00