2013-2014 SCHOOL IMPROVEMENT PLAN

Sky Academy Venice

701 CENTER RD
Venice, FL 34285
941-244-2626
www.skyatthey.com

School Demographics

School Type Middle School	**Title I** No	**Free and Reduced Lunch Rate** 25%
Alternative/ESE Center No	**Charter School** Yes	**Minority Rate** 14%

School Grades History

2013-14	**2012-13**	**2011-12**	**2010-11**
C	B	A	

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School
Sky Academy Venice

Principal
Steve Smith

School Advisory Council chair
Michelle Hazeltine

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

Name	Title
Michelle	Sooklal

District-Level Information

District
Sarasota

Superintendent
Mrs. Lori White

Date of school board approval of SIP
11/19/2013

School Advisory Council (SAC)

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

Membership of the SAC

The SKY Board/ SAC is composed of the Principal and local Business/ Community leaders who are representative of our community demographics served by our school.
1) Michelle Hazeltine- Chair, Fundraising and Development
2)Fred Hammet- Governance
3) Dr. Joe Thro- Strategic Planning, Accreditation
4) Dianne Cogburn- Nutrition and wellness
5) Nancy Blackstone- Leadership, Community Outreach
6) Steve Smith - Principal

Involvement of the SAC in the development of the SIP

SKY Board/ SAC committee review, discuss and make suggestions to the approval of the SIP.

Activities of the SAC for the upcoming school year

SKY Board/ SAC
* Coordinate specific school events
* Assist with function and support of family and community events

* Assist with fundraising and community support
* Review fund allocations, and assist in alignment of SIP goals

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

We eventually will use funds to assist with professional development , testing and additional support systems.

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

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

Highly Qualified Staff

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

Administrators

# of administrators
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Steve Smith

Principal	Years as Administrator: 7	Years at Current School: 1

Credentials	*BS in Physical Education- Florida State University, *Masters in Educational Leadership- University of South Florida * Certified in PE 6-12, ESE k-12, VE k-12.
Performance Record	All evaluations have been effective or higher.

Michelle Sooklal

Asst Principal	Years as Administrator: 5	Years at Current School: 2

Credentials	BS in Education SUNY Fredonia, Masters in Literacy SUNY Cortland, MS School Administrator/ Supervisor :MCLA Massachusetts College of Liberal Arts. Permanent Certification in Reading NY and FL, Educational Leadership Certification Florida, Permanent Certification Speech and Hearing Handicapped
Performance Record	All evaluations have been effective or higher.

Instructional Coaches

# of instructional coaches

 # receiving effective rating or higher

Instructional Coach Information:

Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers
17

 # receiving effective rating or higher
17, 100%

 # Highly Qualified Teachers
94%

 # certified in-field
16, 94%

 # ESOL endorsed
14, 82%

 # reading endorsed
1, 6%

 # with advanced degrees
7, 41%

 # National Board Certified
1, 6%

 # first-year teachers
2, 12%

 # with 1-5 years of experience
6, 35%

 # with 6-14 years of experience
6, 35%

 # with 15 or more years of experience
3, 18%

Education Paraprofessionals

# of paraprofessionals
0

Highly Qualified
0

Other Instructional Personnel

of instructional personnel not captured in the sections above
1

receiving effective rating or higher
(not entered because basis is < 10)

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

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

1.SCIP (Sarasota County Induction Program) Mentors for
beginning teachers.
2. Hire teachers with State certifications in subject
areas being taught.
3. Implement a rigorous and relevant Teacher Induction
program for new teachers.
4. We intend to elevate the teaching
profession by supporting teachers' professional development and helping teachers excel as
professionals.

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

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

Mentor Qualities:
• Sound knowledge of pedagogy and instructional best practices
• Excellent professional role model
• Strong interpersonal and communication skills
• Commitment to professional growth and learning
• Ability to work collaboratively with colleagues
• Leadership capacity
Mentors support teacher development by meeting with first and second year teachers to assist with
topics that include pedagogy, classroom/behavior management, and content. Additionally, mentors
may also conduct any or all of the following:
• Observe first and second year teachers in the classroom and provide feedback
• Model lessons
• Co-teach
• Help plan standards-based lessons
• Analyze student work
• Model reflective practice

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

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

The school uses a variety of reports produced by the district Office of Research, Assessment, and Evaluation (RAE) on the
academic achievement of students, including disaggregated AYP subgroup data by reading, math, science, and writing.
Additional sources include at each tier include FAIR, FOCUS, and classroom and benchmark assessments.

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

The RtI Leadership Team meets to formally collaborate as a School-Wide Support Team
twice monthly. Mrs. Sooklal sets the agenda for SWST meetings. The team uses summative and formative data to identify school, class, or individual student needs relative to attendance, behavior, and/ or academics.
Discussions also focus on the implementation of interventions and progress monitoring. If necessary, students of concern are brought up to Children At Risk in Education (CARE).

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

Curriculum based measurement.
Multi-disciplinary teams bi- weekly meetings.
Screening. The RTI referral process identifies students who are at risk for poor learning outcomes or challenging behaviors.
Multi-level prevention/intervention system. The framework includes school-wide, multi-level systems for preventing school failure.
Progress monitoring. Ongoing and frequent monitoring of progress quantifies rates of improvement, and informs
instructional practice and the development of individualized programs.
Data-based decision making. Data-based decision making processes are used to inform instruction, movement within the multi-level system, and identification of disability/Accomodations (in accordance with district regulations and state law).

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

Results of State Mandated tests in Language Arts, Math, Science, Social Studies, Reading and Writing.
Results of diagnostic tests and informal assessments.
report cards and progress reports
Attendance Data
Disciplinary data

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

Parent involvement in RTI meetings and implementation process.
Progress reports and weekly/monthly conferences based on meeting outcomes.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 6,750

Academic Enrichment Program in Math, Science, Language Arts and Social Studies is provided twice weekly for 45 minute sessions.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

Pre and post assessments are provided to measure improvements made using criterion referenced tests.
Progress monitoring by teacher teams to evaluate effectiveness of services.
Multi-disciplinary team bi- weekly meetings.
Attendance records.

Who is responsible for monitoring implementation of this strategy?

Principal: Steve Smith
Assistant Principal: Michelle Sooklal

Strategy: Before or After School Program

Minutes added to school year: 2,400

Multi-disciplinary team meetings

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

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

Attendance
Observation by Administration
Data collection and bi-monthly reports.

Who is responsible for monitoring implementation of this strategy?

Assigned Teachers

Strategy: Extended Day for All Students

Minutes added to school year:

Strategy Purpose(s)
""

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

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

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

Name	Title
Elaine Zimmerman	Intensive Reading Teacher/Language Arts
Wendi Dunlap	Social Studies
Michelle Sooklal	Assistant Principal
Chris Wood	Language Arts Teacher
Michael Moodie	Math Teacher
Donna Costa	Science teacher

How the school-based LLT functions

The LLT members help develop an Action Plan which focuses on a specific area of study using research-based practices and materials. They help collect and analyze data and serve as a resource to the instructional staff.

Major initiatives of the LLT

A high quality literacy curriculum aligned with common core standards.
Formative assessments in English language arts with teacher professional development .
Major initiatives include Vocabulary (Word of the Week), Differentiation of Instruction within the Content Area, Independent Reading, Pre-Assessments and post assessments
Students are expected to have an independent reading book with them at all times and read when class work is completed.
All content areas will complete a weekly writing assignment and will consist of short answer responses, long answer responses, essays, research projects, and/or quick writes.
We will promote the importance of Critical Thinking Skills in each classroom as well and employ questioning strategies that will help guide students to enhance clarity and better comprehension.

Every Teacher Contributes to Reading Instruction

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

Every teacher in every subject area teaches and assesses reading as supported by the ELA standards embedded within their specific blended common core curriculum.

College and Career Readiness

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

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

By utilizing the Florida Choices Academic and career planning site.
Teachers provide direction for students to complete a personalized academic and career plan. The plan emphasizes the importance of entrepreneurship skills, technology, or the application of technology in career fields.
STEM speakers are provided and opportunities to attend Tech Trek, as well as STEM summer camp which provides career planning opportunities and information.

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

Students receive academic and career planning in the 8th grade US History & Career Planning classes.(Course code 2100015; Code 2100025)
Provide students with access to Florida Choices. Internet planning and teacher advisement.
Provide students with a career and education planning guide: Career Cruiser
Teachers provide opportunities to research career fields. Students are able to attend field trips in the STEM fields.
Students are provided the opportunity to listen to speakers in a variety of career fields.

Strategies for improving student readiness for the public postsecondary level

STUDENTS WILL:
1.0
Describe the influences that societal, economic, and technological changes have on employment trends and future training.
2.0
Develop skills to locate, evaluate, and interpret career information.
3.0
Identify and demonstrate processes for making short and long term goals.
4.0
Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
5.0
Understand the relationship between educational achievement and career choices/postsecondary options.
6.0
Identify a career cluster and related pathways through an interest assessment that match career and education goals.
7.0
Develop a career and education plan that includes short and long-term goals, high school program of study, and postsecondary/career goals.
8.0
Demonstrate knowledge of technology and its application in career fields/clusters,

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students		71%		
American Indian				
Asian				
Black/African American				
Hispanic		70%		
White		72%		
English language learners				
Students with disabilities				
Economically disadvantaged		67%		

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	101	38%	40%
Students scoring at or above Achievement Level 4	87	33%	35%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	159	60%	64%
Students in lowest 25% making learning gains (FCAT 2.0)	40	61%	65%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		79%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		65%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		63%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	21	49%	53%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students		68%		
American Indian				
Asian				
Black/African American				
Hispanic		70%		
White		68%		
English language learners				
Students with disabilities				
Economically disadvantaged		65%		

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	81	31%	33%
Students scoring at or above Achievement Level 4	98	37%	39%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	172	65%	69%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	35	52%	56%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	22	8%	10%
Middle school performance on high school EOC and industry certifications	22	96%	97%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		39%
Students scoring at or above Achievement Level 4	13	57%	57%

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	15	36%	38%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		23%

Florida Alternate Assessment (FAA)

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

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	21		25
Participation in STEM-related experiences provided for students	125	50%	75%

Area 6: Career and Technical Education (CTE)

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

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	10	5%	5%
Students who fail a mathematics course	0	0%	0%
Students who fail an English Language Arts course	0	0%	0%
Students who fail two or more courses in any subject	0	0%	0%
Students who receive two or more behavior referrals	6	3%	3%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	18	9%	9%

Area 9: Parent Involvement

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

Parental involvement targets for the school

100% of SKY parents volunteer minimum 20 hours throughout the course of one school year

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
100% of SKY parents volunteer minimum 20 hours	203	75%	100%

Area 10: Additional Targets

Additional targets for the school

All students are required to have two full periods of physical education a day. Students are put through rigorous physical training programs to optimize person health and wellness. All students are provided "Healthy" lunches through the supervision of our Chef and Nutritionist.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
All students will participate in rigorous physical training programs.	270	100%	100%
All students will participate in our "Healthy Lunch" program.	240	89%	95%

Goals Summary

G1. Students will continue to make gains in all high stakes achievement tests related to the following subject areas: Reading, Math, Writing, Civics and Science.

Goals Detail

G1. Students will continue to make gains in all high stakes achievement tests related to the following subject areas: Reading, Math, Writing, Civics and Science.

Targets Supported

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

- Writing

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

- Algebra 1 EOC

- Geometry EOC

- Civics EOC

- Science

- Science - Middle School

- STEM

- STEM - All Levels

Resources Available to Support the Goal

- Common Core Curriculum, Progress Monitoring Assessments, STEM Grant/s, Title II Funding

Targeted Barriers to Achieving the Goal

- Resources for consistent professional development, Technology/network usage and support, familiarity with the depth and complexity of the blended common core curriculum and time management

Plan to Monitor Progress Toward the Goal

Students will continue to make gains in all high stakes achievement tests related to the following subject areas: Reading, Math, Writing, Civics and Science.

Person or Persons Responsible

Principal & Assistant Principal

Target Dates or Schedule:

On going

Evidence of Completion:

Progress Monitoring Reports, Focused classroom walk throughs, effectiveness determined through progress monitoring reports and on-going classroom tracking systems.

Action Plan for Improvement

Problem Solving Key

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

G1. Students will continue to make gains in all high stakes achievement tests related to the following subject areas: Reading, Math, Writing, Civics and Science.

G1.B1 Resources for consistent professional development, Technology/network usage and support, familiarity with the depth and complexity of the blended common core curriculum and time management

G1.B1.S1 Review progress monitoring data and benchmark assessment data, discussion during shared time with focus on objective-based lesson plan design supporting IFCs related to blended common core curriculum. Principal will monitor implementation through classroom walkthroughs and locate Professional Development training necessary based upon data discussed and observed

Action Step 1

Students will continue to make gains in all high stakes achievement tests related to the following subject areas: Reading, Math, Writing, Civics and Science.

Person or Persons Responsible

Principal & Assistant Principal

Target Dates or Schedule

On-going

Evidence of Completion

Progress Monitoring Reports, Focused classroom walk throughs, effectiveness determined through progress monitoring reports and on-going classroom tracking systems.

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

Students will continue to make gains in all high stakes achievement tests related to the following subject areas: Reading, Math, Writing, Civics and Science.

Person or Persons Responsible

Principal & Assistant Principal

Target Dates or Schedule

On-going

Evidence of Completion

Progress Monitoring Reports, Focused classroom walk throughs, effectiveness determined through progress monitoring reports and on-going classroom tracking systems.

Plan to Monitor Effectiveness of G1.B1.S1

Students will continue to make gains in all high stakes achievement tests related to the following subject areas: Reading, Math, Writing, Civics and Science.

Person or Persons Responsible

Principal & Assistant Principal

Target Dates or Schedule

On going

Evidence of Completion

Progress Monitoring Reports, Focused classroom walk throughs, effectiveness determined through progress monitoring reports and on-going classroom tracking systems.

Coordination and Integration

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

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

Title II will be used to help support goals within SIP through use of substitutes or PD and used in our Nutritional Program.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

Appendix 2: Budget to Support School Improvement Goals