2013-2014 SCHOOL IMPROVEMENT PLAN

Sarasota School Of Arts/Sciences

645 CENTRAL AVE
Sarasota, FL 34236
941-330-1855
www.ssas.org

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	No	39%

Alternative/ESE Center	Charter School	Minority Rate
No	Yes	35%

School Grades History

2013-14	2012-13	2011-12	2010-11
A	A	A	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
Sarasota Schl Of Arts/Sciences

Principal
Tara Tahmosh Newell

School Advisory Council chair
Heather Zangara

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

Name	Title
Mike Mapes	Guidance Counselor
Georgia Plath	ESE Liaison
Carl Williams	Assistant Principal
Tara Tahmosh-Newell	Principal
Sarah Shepherd	Teacher

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

Tracy Bretoi
Jennifer Carroll
Dr. Marilyn Highland
David Jennings
Tanya Jones
Terry McGannon
James McKelly
Mickey Stone
Tara Tahmosh-Newell - Principal
Matt Wenzel
Heather Zangara - SAC Chair

Involvement of the SAC in the development of the SIP

Discussion about requirements and goals of the School Improvement Plan using the pre-populated data.
Discussion about interventions, projects, professional development, and funding to meet these goals.

Activities of the SAC for the upcoming school year

Monitoring of budget, audit, and policy.
Development of a five year plan, to include goals for the school both academic and technological.

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

Sarasota School of Arts and Sciences does not receive school improvement funds.

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:

Tara Tahmosh Newell		
Principal	Years as Administrator: 7	Years at Current School: 13

Credentials	B.S. Secondary English Education M.Ed. Ed Leadership Secondary English Education 6-12 ESOL K-12 Educational Leadership K-12
Performance Record	Highly Effective

Carl Williams		
Asst Principal	Years as Administrator: 4	Years at Current School: 3

Credentials	B.A. Int. Social Sciences M.Ed. Ed Leadership Middle Grades Integrated ESE K-12 Ed. Leadership K-12
Performance Record	Highly Effective

Classroom Teachers

# of classroom teachers
43

 # receiving effective rating or higher
100, 233%

 # Highly Qualified Teachers
95%

 # certified in-field
41, 95%

 # ESOL endorsed
7, 16%

 # reading endorsed
1, 2%

 # with advanced degrees
15, 35%

 # National Board Certified
0, 0%

 # first-year teachers
1, 2%

 # with 1-5 years of experience
8, 19%

 # with 6-14 years of experience
29, 67%

 # with 15 or more years of experience
5, 12%

Education Paraprofessionals

# of paraprofessionals
1

 # Highly Qualified
1, 100%

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

Recruitment:
We will continue to utilize teams when interviewing for any
vacancy. We started this last summer and it has been very
successful. In addition, we use Teach In Florida to find qualified teachers.
Retention:
We utilize the Sarasota County Induction Program (SCIP) in conjunction with Harry Wong's First Days of School program. In addition, mentors are assigned to each new teacher, and the mentor and Department Head work collaboratively with the new teacher to provide support.

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

Utilize the Sarasota County Induction Program (SCIP), including the checklist, evaluation forms, and attached activities. We also use the Harry Wong First Days of School Program in conjunction with SCIP to ensure proper planning and procedures.

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

SSAS uses a comprehensive MTSS system which starts at the grade level team meetings where basic tier 1, 2, and 3 interventions are implemented to assist in behavioral and academic struggles with a particular student. These interventions are re-visited 2 weeks later and discussed at the next grade level team meeting. At that point if these basic interventions are not helping, the student is brought to the School Wide Support team where new interventions are created where data can be tracked over a 9-12 week period using both tier 1 and tier 2 interventions with at least two core classes. These interventions are monitored weekly and discussed at SWST bi-monthly. In addition to interventions, grades, behavioral checklists, medical information, and any previous data collected in the cumulative file are also taken into

consideration in determining the appropriate path for each student we are tracking through MTSS. This process allows us to address effectiveness of core instruction, resource allocation, teacher support systems, and overall student needs by using and analyzing data driven results. If there's any doubt of a weakness in core instruction we can look at teacher grades to look for patterns in addition to observations and intervention post data in specific classes. As far as resource allocation, students must follow the appropriate MTSS pathways via State and County protocol to become staffed as an ESE student. Both teacher support systems and overall student needs are directly supported by MTSS data through a data based problem solving process. In addition, SWST members along with support teachers and student families collaborate to develop a plan for success for any student entering the MTSS process.

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

Tara Tahmosh-Newell, Principal - Notetaking and Delineation of Responsibilities
Carl Williams, Assistant Principal - Teacher Observations
Georgia Plath, ESE Liaison - Evaluations & CARE Mtgs.
Mike Mapes, Guidance Counselor - Facilitator & Data
Sarah Shepherd, Teacher - Student Observations

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

Bi-monthly SWST meetings oversee the MTSS process to check for effectiveness and fidelity. This is done by progress monitoring including intervention data, grades, parent feedback, teacher feedback, student feedback, CARE team outcomes, and SWST discussion. In addition, collaboration and consultation with the Sarasota County School board is also used as needed to align with County protocol and overall accuracy.

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

Data sources used include grades, grade level team meeting data, attendance, FCAT scores, RtI data, any previous data from cumulative folder, teacher rating scales and observations, AS 400 reports, and diagnostic testing data (SRI, FAIR). These are managed through individuals and support teams who monitor bi-monthly including the counselor, members of the SWST, and administration who monitor and analyze this information to help determine the academic and behavioral effectiveness of all of our teaching methods.

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

Our School staff is trained annually on the procedures and updates on the MTSS process while parents are informed on an as needed basis. If their child has been recommended in any way for MTSS or accommodations, the parents are informed of their rights along with the overall MTSS process by the school counselor. This typically occurs with phone, email and onsite parent meetings. The school staff is being reminded on a monthly basis of their understanding and comfort level in applying the MTSS process in their classrooms. As interventions are introduced, staff is informed of the process and is given opportunity to ask questions to ensure the interventions and data collection are sound and accurate.

Literacy Leadership Team (LLT)

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

Name	Title
Kylie Gannon	ELA Department Head - Instructor: LA, Gifted, ESOL
Tara Tahmosh-Newell	Principal
Lauren Carr	ELA Instructor
James Deree	Instructor: ELA/ESOL
Courtney Price	Instructor: ELA
Ericka Sciarrino	Instructor: ELA
Meghan Garfield	Instructor: ELA
Mary Boisclair	Instructor: Reading/ ESOL
Della Lowe	Instructor: Reading/ ESOL/ ESE

How the school-based LLT functions

The language arts department is led by Kylie Gannon. She meets with administration once a month concerning literacy goals.The following week, she meets with her department, reports the information, and assesses literacy needs.

Major initiatives of the LLT

Increasing nonfiction literacy within all subgroups.
Increasing academic vocabulary literacy.
Increasing computer-based testing in the classroom.

Every Teacher Contributes to Reading Instruction

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

Several professional learning communities exist at the school to ensure proper dissemination and collaboration of our reading plan. Department Heads meet each month with administration. They then meet with their respective department members once each month. Grade level team meetings occur twice each month. School wide staff meetings occur once per month. Strategies are shared within each of these meetings.
In addition, a teacher leadership team was created for common core research. Common Core Reading Strategies and Goals were presented, via whole staff trainings, during the first week of school.

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

SSA+S has created career path modules via our comprehensive course programs. These programs have individual guides that include pathways for students interested in the following areas:
- Arts (Visual Arts, Theatre, Technology, and Dance)
- Advanced Global Studies (Language, Law, and History)
- STEM (Science, Technology, Engineering, and Mathematics)

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

Each student completes an individual course selection, with recommendations, based upon their interests. In addition, all eighth grade students take a career education component, including the DOE program Choices, to assist with career planning. Finally, all parents and students attend a presentation of the high school programs available within our district in January each school year.

Strategies for improving student readiness for the public postsecondary level

N/A

Expected Improvements

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	84%	80%	No	86%
American Indian				
Asian	81%	86%	Yes	83%
Black/African American	64%	68%	Yes	68%
Hispanic	77%	70%	No	79%
White	88%	83%	No	89%
English language learners	52%	41%	No	57%
Students with disabilities	62%	52%	No	66%
Economically disadvantaged	78%	69%	No	80%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	249	33%	35%
Students scoring at or above Achievement Level 4	347	46%	48%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	569	76%	78%
Students in lowest 25% making learning gains (FCAT 2.0)	144	77%	81%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	15	79%	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)	12	63%	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	215	87%	89%
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	86%	77%	No	87%
American Indian				
Asian	93%	86%	No	94%
Black/African American	68%	49%	No	72%
Hispanic	81%	70%	No	83%
White	88%	81%	No	90%
English language learners	61%		No	65%
Students with disabilities	64%	40%	No	68%
Economically disadvantaged	78%	65%	No	81%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	265	35%	36%
Students scoring at or above Achievement Level 4	308	41%	42%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	591	79%	81%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	139	74%	78%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	133	26%	30%
Middle school performance on high school EOC and industry certifications	132	99%	99%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	26	27%	27%
Students scoring at or above Achievement Level 4	71	72%	72%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		12%
Students scoring at or above Achievement Level 4	30	88%	88%

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	75	30%	31%
Students scoring at or above Achievement Level 4	110	45%	46%

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)	750		750
Participation in STEM-related experiences provided for students	97	13%	25%

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	97	13%	10%
Students who fail a mathematics course	2	0%	0%
Students who fail an English Language Arts course	3	0%	0%
Students who fail two or more courses in any subject	3	0%	0%
Students who receive two or more behavior referrals	32	4%	3%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	101	13%	10%

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

Increase parent involvement through required volunteer hours and attendance at Parent Teacher Student Society (PTSS) meetings.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase volunteer hours completed at SSA+S.	4973	66%	68%

Goals Summary

G1. By the year 2014, there will be a minimum increase of 4% for any subgroups performing below 70% proficient, as measured by the FCAT 2.0. There will be a minimum increase of 2% for groups performing above 70%.

Goals Detail

G1. By the year 2014, there will be a minimum increase of 4% for any subgroups performing below 70% proficient, as measured by the FCAT 2.0. There will be a minimum increase of 2% for groups performing above 70%.

Targets Supported

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

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

- Algebra 1 EOC

- Geometry EOC

Resources Available to Support the Goal

- Increased professional development on content reading, academic vocabulary, and common core strategies for all teachers.

Targeted Barriers to Achieving the Goal

- Teacher support and belief in the efficacy of new common core professional development during this final transition year.

Plan to Monitor Progress Toward the Goal

Increased proficiency as evidenced by progress monitoring tests, such as FAIR & FOCUS testing.

Person or Persons Responsible

Tara Tahmosh-Newell

Target Dates or Schedule:

Three times a year.

Evidence of Completion:

FAIR & FOCUS Reports

Action Plan for Improvement

Problem Solving Key

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

G1. By the year 2014, there will be a minimum increase of 4% for any subgroups performing below 70% proficient, as measured by the FCAT 2.0. There will be a minimum increase of 2% for groups performing above 70%.

G1.B1 Teacher support and belief in the efficacy of new common core professional development during this final transition year.

G1.B1.S1 The use of climate surveys, professional learning communities, and anecdotal evidence to increase teacher buy-in.

Action Step 1

Florida Reading Association Conference

Person or Persons Responsible

Reading Instructors

Target Dates or Schedule

September 26-29, 2013

Evidence of Completion

Facilitator:

Florida Reading Association

Participants:

Mary Boisclair Della Dunlap

Action Step 2

FCTM 61st Annual Conference

Person or Persons Responsible

Mathematics Department

Target Dates or Schedule

October 17-19, 2013

Evidence of Completion

Facilitator:

Florida Council Teachers of Mathematics

Participants:

Stacey Brebaugh Mary Jo Chronis Marisa Gourley Don Miller Karla Specht Francesca Turner

Action Step 3

Using Universal Design for Learning to Develop Common Core-aligned Lessons and Units

Person or Persons Responsible

English / Language Arts Department

Target Dates or Schedule

October 7, 2013

Evidence of Completion

Facilitator:

Public Consulting Group/ Florida Department of Education

Participants:

Kylie Gannon Ericka Sciarrino

Action Step 4

Common Core Professional Development - Core Connections Workshop

Person or Persons Responsible

English Language Arts Department

Target Dates or Schedule

August 13, 2013

Evidence of Completion

Facilitator:

Core Connections LLC

Participants:

Mary Boisclair Lauren Carr James Deree Della Dunlop Kylie Gannon Meghan Garfield Courtney Price Ericka Sciarrino

Action Step 5

Soar to the Core - FCTE Conference

Person or Persons Responsible

English / Language Arts Department

Target Dates or Schedule

October 17 - 19, 2013

Evidence of Completion

Facilitator:

Florida Council of Teachers of English

Participants:

James Deree & Courtney Price

Action Step 6

Forums for anecdotal evidence and climate survey results within PLCs.

Person or Persons Responsible

Department Heads and Team Leaders

Target Dates or Schedule

Monthly meetings.

Evidence of Completion

Meeting Agendas and Notes.

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

Roundtable anecdotal presentations via meetings.

Person or Persons Responsible

Tara Tahmosh-Newell & Carl Williams

Target Dates or Schedule

During meetings.

Evidence of Completion

First person.

Plan to Monitor Effectiveness of G1.B1.S1

Anecdotal Evidence Presentations

Person or Persons Responsible

Tara Tahmosh-Newell

Target Dates or Schedule

Quarterly

Evidence of Completion

Climate Surveys

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 Funds: $2,344.00
Core Connections Workshop - $750
Soar to the Core - FCTE Conference - 2 teachers @ $120 = $240
FCTM 61st Annual Conference - 4 teachers @ $90 + 2 teachers @ $65 = $490.00
Florida Charter School Conference - 2 administrators @ $205 = $410
Florida Reading Association Conference - 2 teachers @$155 = $310
Florida Alliance for Health, Physical Education, Recreation, Dance, and Sport Conference - 3 teachers @ $120 = $360
Total Title II Expenses = $2560
Supplemental Academic Instruction Funds: $152,851.97
Salary and Benefits
Salaries - (2) Reading Instruction and (1) Math Resource $101,862.55
Retirement - Reading Instruction and Math Resource $6,111.75
Social Security - Reading Instruction and Math Resource $7,792.49
Worker's Comp - Reading Instruction and Math Resource $5,093.13
Insurance - Reading Instruction and Math Resource $18,000.00
Additional Duty Day for (2) Teachers
(2) Teachers paid for Extra Duty for Study Hall $3,639.96
Before and After School Math Help
(4) Teachers paid for Extra Math Help $2,880.00
Materials for (2) Reading Labs
Textbooks for READ 180 Next Generation $4,333.15
Training - Professional Fees $2,899.00
Computer Software - Upgrade $19,583.00
Total Supplemental Academic Instruction Expenses $172,195.03

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.

G1. By the year 2014, there will be a minimum increase of 4% for any subgroups performing below 70% proficient, as measured by the FCAT 2.0. There will be a minimum increase of 2% for groups performing above 70%.

G1.B1 Teacher support and belief in the efficacy of new common core professional development during this final transition year.

G1.B1.S1 The use of climate surveys, professional learning communities, and anecdotal evidence to increase teacher buy-in.

PD Opportunity 1

Florida Reading Association Conference

Facilitator

Florida Reading Association

Participants

Mary Boisclair Della Dunlap

Target Dates or Schedule

September 26-29, 2013

Evidence of Completion

PD Opportunity 2

FCTM 61st Annual Conference

Facilitator

Florida Council Teachers of Mathematics

Participants

Stacey Brebaugh Mary Jo Chronis Marisa Gourley Don Miller Karla Specht Francesca Turner

Target Dates or Schedule

October 17-19, 2013

Evidence of Completion

PD Opportunity 3

Using Universal Design for Learning to Develop Common Core-aligned Lessons and Units

Facilitator

Public Consulting Group/ Florida Department of Education

Participants

Kylie Gannon Ericka Sciarrino

Target Dates or Schedule

October 7, 2013

Evidence of Completion

PD Opportunity 4

Common Core Professional Development - Core Connections Workshop

Facilitator

Core Connections LLC

Participants

Mary Boisclair Lauren Carr James Deree Della Dunlop Kylie Gannon Meghan Garfield Courtney Price Ericka Sciarrino

Target Dates or Schedule

August 13, 2013

Evidence of Completion

PD Opportunity 5

Soar to the Core - FCTE Conference

Facilitator

Florida Council of Teachers of English

Participants

James Deree & Courtney Price

Target Dates or Schedule

October 17 - 19, 2013

Evidence of Completion

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	By the year 2014, there will be a minimum increase of 4% for any subgroups performing below 70% proficient, as measured by the FCAT 2.0. There will be a minimum increase of 2% for groups performing above 70%.	$1,040
	Total	$1,040

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Professional Development	Total
Title II	$310	$730	$1,040
	$0	$0	$0
Total	$310	$730	$1,040

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. By the year 2014, there will be a minimum increase of 4% for any subgroups performing below 70% proficient, as measured by the FCAT 2.0. There will be a minimum increase of 2% for groups performing above 70%.

G1.B1 Teacher support and belief in the efficacy of new common core professional development during this final transition year.

G1.B1.S1 The use of climate surveys, professional learning communities, and anecdotal evidence to increase teacher buy-in.

Action Step 1

Florida Reading Association Conference

Resource Type

Evidence-Based Program

Resource

Funding Source

Title II

Amount Needed

$310

Action Step 2

FCTM 61st Annual Conference

Resource Type

Professional Development

Resource

Funding Source

Title II

Amount Needed

$490

Action Step 3

Using Universal Design for Learning to Develop Common Core-aligned Lessons and Units

Resource Type

Professional Development

Resource

Funding Source

Amount Needed

$0

Action Step 5

Soar to the Core - FCTE Conference

Resource Type

Professional Development

Resource

Funding Source

Title II

Amount Needed

$240