L. A. Ainger Middle School

2014-15 School Improvement Plan

L. A. Ainger Middle School

245 COUGAR WAY, Rotonda West, FL 33947

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Middle	No	55%

Alternative/ESE Center	Charter School	Minority
No	No	14%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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 or B with at least one F in the prior three years
- Prevent – currently C
- 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-D 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)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

Student Success!

School Environment

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

While L.A. Ainger Middle School would not be considered a "diverse" school the staff and teachers are very aware of the importance of our students not only understanding but respecting other cultures. Our Social Studies Professional Learning Community (PLC) has a variety of lessons built into the curriculum that focus of various cultures. For instance, 6th Grade World History has an International Culture Fair each year within the classroom. This provides an opportunity for our students to share their culture and experience others. Our school has been very proactive when specific areas of concern arise and address them in the most age appropriate manner. For instance, the majority of students have Computers as a require course. When necessary our Computer PLC can "stop" their current instruction to focus on specific current events and/or issues that have arisen in our school, our town, our state, etc.

The student – teacher relationship is one of the most important ingredients to success not only in the classroom but school wide. While teachers have a variety of ways to build and reinforce these relationships in the classroom, administration will get involved and "coach" teachers on best practices when it comes to relationship building. Administration strongly encourages staff members to be involved outside of the classroom. From chaperoning dances to be involved in after school activities, staff extend that relationship outside of the academic classroom.

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

Before school, L.A. Ainger Middle School has collaborated with Englewood YMCA to provide before school care. This allows for supervision of students as early as 7:00 a.m. Champ's Café opens for service at 8:45 a.m. and the schools buses usually arrive at 8:50. Staff members are "posted" across campus and in the cafeteria at this time. Many teachers have before school activities and extra help sessions. For instance, our Band Directors has a variety of "help" days or "morning band" and one of our Math teachers has a "Math Counts" Club. L.A. Ainger allows students to walk the campus prior to the start of school. While other schools do not do this we believe, as part of our culture, Middle School students need the opportunity to socialize and MOVE prior to the start of the day.

After school, L.A. Ainger has a variety of opportunities for students. This year Charlotte County Public Schools brought interscholastic sports back. Students can compete with other schools in basketball, volleyball, wrestling and track. Ainger also has intramurals throughout the school year with flag football, basketball, volleyball, and cross-country. In addition to sports, there are a number of interest and academic clubs that meet weekly before and after school. Clubs include: School Activities Council, Nerd Herd, Chorus, Game Design, Grow Green, Environmental, Math Counts, Science

Olympiad, etc. Throughout the school year Ainger has a variety of after school activities including school dances, the Color Run, etc.

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

At start of the school year teachers are "trained" and review our Discipline Procedures Guide and the Code of Student Conduct. The guide goes over a variety of interventions to be done prior to writing a referral. In addition to the pre-school training, faculty and staff are updated and/or trained if there are any campus wide issues.

School wide L.A. Ainger Middle School's Vision statement includes "TRACKS" which covers behavioral expectations TRUST, RESPECT, ACHIEVMENT, CHARACTER, KINDNESS & SUCCESS. TRACKS follows a Positive Behavior Interventions Support (PBiS) approach. Throughout the school year different PBiS events occur to recognize students for their positive behavior and reinforces different expectations the faculty and staff have on our students. As an example, we recently gave "TRACKS Treats" to all students that did not have a discipline referral and tardy for the month of October.

During the first week of school L.A. Ainger suspends the curriculum to "train" our students on our school wide expectations. Topics are separated within our PLC groups and cover issues regarding Behavior, Bullying, Code of Conduct, Procedures & Expectations, etc. All students are given very similar presentations created and revised by the staff to ensure our system is fair and consistent. Presentations will continue throughout the school year to address specific behavior expectations. For instance, our School Resource Officer presented Cyber Bullying to all the exploratory classes. Our Computer / Tech PLC recently did a class discussion on "Snitching" and the importance of reporting incidents to appropriate school staff. Presentations like these will continue throughout the school year.

Various school wide groups meet regularly to discuss any school wide behavioral concerns. In addition to the Student Assistance Team (SAT), Ainger has a PBiS Tracks Team as well as an Academic Integrity committee. Ainger also has student groups that support our behavior expectations. These groups include the Peer Mediators and the Respect our School (ROS).

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The faculty and staff are continually updated and, when appropriate, given training or professional development to support the social-emotional needs of all of our students. For instance, staff members recently have started the required training on how to recognize and report issues of Child Abuse and Neglect. Teachers know how and when to report issues of concern to the school's guidance counselors. L.A. Ainger Middle School has a Student Assistance Team made up of Administrators, Guidance Counselors, Social Worker, Nurse, School Resource Office and an ESE Liaison that meets weekly to address and individual or school wide concerns involving our students' social-emotional well being. L.A. Ainger has a school Social Worker who work 2-3 days a week and a School Psychologist who work directly with the Student Assistance Team regarding process formation and interventions on an as needed basis.

In addition to the variety of school-based interventions facilitated by the Student Assistance Team, L.A. Ainger Middle School has "partnerships" with outside agency that work with our students. Big Brothers & Big Sisters and Charlotte County Behavioral Health work with Ainger when needed.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

L.A. Ainger Middle School will use a variety of data sources in order to identify, analyze, and evaluate problems and interventions for students both academically and behaviorally. Our school based data management system (FOCUS) which can track attendance, grades, and discipline. FOCUS is also equipped to recorded interventions and conferences. Softwarenology (EDIS Schools) is another data management system our school utilizes which can "quickly" pull data and create reports based on specific criteria. Softwarenology is our primary resource to identify students with "early warning indicators".

Additional early warning systems & indicators also include:

3 or more Referrals

Failing 2 or more Subjects

GPA below 2.0

*DATA below as of October 1, 2014

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	23	43	44	110
One or more suspensions	1	2	9	12
Course failure in ELA or Math	20	69	72	161
Level 1 on statewide assessment	20	85	86	191
3 or more Referrals	0	1	2	3
Failing 2 or more Subjects	4	29	30	63
GPA below 2.0	0	33	49	82

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	12	66	76	154

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

L.A. Ainger Middle School will use a variety of data sources in order to identify, analyze, and evaluate problems and interventions for students both academically and behaviorally. Our school based data management system (FOCUS) which can track attendance, grades, and discipline. FOCUS is also equipped to recorded interventions and conferences. Softwarenology (EDIS Schools) is another data management system our school utilizes which can "quickly" pull data and create reports based on specific criteria. Softwarenology is our primary resource to identify students with "early warning indicators".

Students identified with early warning indicators will be named/reviewed via faculty presentations as well as through PLC meetings and informal meetings. Teachers have access to FOCUS & Softwarenology and will have a good understanding of the students that are exhibiting two or more early warnings.

Intervention Strategies:

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

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

In addition to individual teachers formative assessments which our continuous, i-Ready Diagnostic & Instructional data will be used to track student achievement levels in Math & Reading. Students will be "placed" on Instructional Paths. Our lowest level Reading & Math students are in Intensive classes with computer access to i-Ready. All students will have a computer class that utilizes i-Ready for academic growth.

PLCs will meet formally once a week from 8:00 to 9:00 on Wednesdays. Among other topics, teachers in each PLC will share best practices, professional development, etc.

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

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

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

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

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

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

Effective Leadership

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

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.**:**

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

Duties

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

Total oversight in running all aspects of the school house. This includes but is not limited to the following:
Maintaining a culture of academic excellence
Compliance with state and district initiatives and testing
A budget that is accurate and compliant with all laws and regulations
Safety and security for all students and staff as a top priority
Taking responsibility for professional development of staff
Providing where possible for the needs of the classroom.
Having a clean and pleasant environment that instills an atmosphere of order and pride.
Providing opportunities for shared leadership and collaboration with the staff
Responsible for all staff evaluations.
Facilitate and encourage parent involvement on many levels
Initiate and foster community partnerships
Encourage staff to innovate and create 21st century opportunities for the their students

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The foundational piece of aligning resources (personnel, instructional, curricular) is the Master Schedule. Student populations vary and resources made available are continually in a state of flux. These in large measure depend on state and district funding, student needs, and budget. Goal setting and prioritizing each year to align resources to the needs of our students is fundamental. Student Success! is always our primary concern.." Shared Leadership" has been the model for the past 9 years. We have our PPC (ALC) that serves as the collaborative body that combines teacher leadership and administrative leadership and decision making on matters that impact the overall

climate and success of our school. This collaborative body meets monthly as well as designated ALC Workdays and decides on strategies that impact both teaching and learning, such as professional development, School Improvement Plan, and general management issues such as Mid-term and Final Exam Schedules as one example. We also have our PLC Leaders as a leadership group. Our school decided to designate Wednesdays as our PLC day every week. These meetings start at 8:00am and end at 9:00am. This has been very successful this year in carving out time for our PLCs to work on the standards, collaborate on best practices, and have grade level PLC planning opportunities. Always our guiding principal is Student Success!

School Advisory Council (SAC)

Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Charles Engel	Parent
Caroline Candia	Parent
Bob Craft	Parent
Amber Craft	Parent
Robert Allen	Business/Community
Jennifer Knapp	Parent
Lisa Wilson	Parent
Michelle Deto	Parent
Kellie Brown	Parent
Courtney Angelo	Parent
Brittney Essig	Parent
Steve Schoff	Parent
Barbara Moore	Parent
Stephanie Grassley	Parent
Janie Knight	Parent
Lori Emery	Parent
	Student
Marcia Louden	Principal
Cindy Galeone	Teacher
Sharon Wienman	Education Support Employee
	Student

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

Review the SIP plan ask questions and make recommendations.

Development of this school improvement plan

Review what the PPC/ALC proposed, ask for clarification, ask questions and make recommendations.

Preparation of the school's annual budget and plan

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

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

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

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
No

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

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

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

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

Duties

Describe how the LLT promotes literacy within the school

The LTT seeks ways to promote reading as a life-long journey.
1.Host an annual Book Fair to get books into our the hands of our students
2.Utilize the Sunshine State Readers Challenge to encourage students to read high interest books
3.Participated in Million Minute Reading Challenge where students at our school were challenged to read a million minutes over a one week period of time
4.Offered Family Night at the Book Fair to allow families times to come purchase books and get more books into our students' homes
5.Read to kids at the Ribbon Cutting Ceremony
6.Added Overdrive Media Console to the library resources so that students could access to hundreds of ebooks through Sarasota County Libraries

7.Professional development in Gale Research and shared with the ELA PLC and Science PLC

8.Adding Ebsco Host online resources to library to offer teacher access to thousands of nonfiction resources that offer simultaneous use

9.Work with classroom teachers to provide ELL students with ipods to utilize in class for translation applications and ESOL applications

10.Work with multiple ELA teachers to set up times to check out books so that all students have a book in their hands every day

11.Collaborate with teachers to gather groups of books to utilize for unit research Science – planets, elements, dragons History – mythology, constitution

12.Organize, manage, and maintain materials that are current, age appropriate, and exciting to young readers to promote voluntary reading

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

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

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

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

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

Public and Collaborative Teaching

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

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Each teacher is assigned to a Professional Learning Community(PLC). These PLCs meet for an hour every week. Many teachers have also been moved to buildings with teachers from the same PLC to facilitate ease of collaboration.

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

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

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

New teachers (NET) are part of a district program and are paired with a peer teacher in the school. Teachers who are in need (or want) of assistance are also in a district program and paired with an experienced teacher at the school (CAST). In both cases, teachers gain assistance from their peer, administration, and district personnel.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

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

Instructional Strategies

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

Data drives instruction and provides information about strengths and weaknesses as they pertain to the NEW Florida Standards. There are three areas of concern as it pertains to student achievement; Math proficiency, Reading proficiency and Writing proficiency. To address Reading and Math proficiency teachers use iReady resources in their classroom to strengthen weaknesses and enhance strengths. In ELA, teachers rely on the new textbook series to guide instruction regarding use of complex and varied text as well as high level writing standards.
The following strategies focus on our struggling Reading and Math students:
READING & MATH
Multi-tiered differentiated approach for our Level 1 & 2 readers and math students.
Math Placement:
These students are placed in classes ranging from a double block classes Intensive Math plus grade level Math course.
Reading Placement:
Intensive Reading is paired with ELA class for our lowest performing students.
Intensive Reading classes are assigned for Level 2 readers
Students are assigned Car-PD certified reading teachers in various curricular areas for our higher performing yet challenged readers.
During the school day Math and Reading remediation
Due to significant performance gaps as we transition from the NGSSS to Florida Standards more time is needed to bring students up to increasing levels of reading and math proficiency. Therefore, 99% of our students are supported through iReady standards-based lessons in their computer class.
Students are given individual learning paths through the use of iReady software throughout the day as determined by the diagnostic assessments. This is done through Intensive Reading and Intensive Math classes as well as Computer classes. Math and ELA/Reading Teachers monitor their students' progress and make adjustments to their lessons in their classroom and/or in collaboration with the Computer teachers.The goal is to increase proficiency and move more students to an on-grade-level status.
Another strategy worth noting is our new credit recovery program, Edgenuity. This new program is particularly helpful for math students.We have a cadre of students who are significantly behind in math credits. The students are scheduled throughout the day by eliminating an elective to work with a teacher and this program. We especially target 8th grade students who have failed one or more math classes and are in danger of being retained. This is to ensure that they receive the proper core math credit necessary to move to the high school at the end of the school year.
WRITING
1. Writing is a critical part of the ELA Florida Standards, therefore, we must spend a significant amount of time preparing students for this part of the assessment. Rubrics have been provided by state and are used to guide instruction in writing to the stated objectives. The requirements are significantly more rigorous as students must read passages and respond to a complex prompt, plan, compose, type and edit their essay.

Computer Classes will be supporting this effort by spending time on keyboarding and practice with the writing testing environment through practice tests.

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

Strategy: Extended School Day

Minutes added to school year: 0

Math & ELA/Reading teachers are given 2- "Data Days" this school year. These days consist of release from teaching with their entire PLC to analyze iReady math and reading data as well as evaluation of essays as prescribed by the state rubric. These Data Days are formatted with a protocol by the district that facilitates an in depth examination of strengths and weaknesses as well as trends.

Strategy Rationale

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

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Louden, Marcia, marcia.louden@yourcharlotteschools.net

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

The data collected with be analyzed by using a district protocol to facilitate the PLC's conversation around the data. This task includes the following:
1. evaluate the standards based data using a prescribed protocol (iReady progress monitoring tool, state rubric)
2. track trends both positive and negative as they relate to high frequency words, vocabulary, and comprehension
3. share best practices
4. direct or re-direct instruction

Strategy: Before School Program

Minutes added to school year: 0

Professional Learning Communities weekly one hour meeting (includes Math, ELA-Reading, Social Studies, Science, Technology, Exploratory PLCs)
The PLC's focus on unpacking standards, analyzing data from progress monitoring tools (USA Test Prep and iReady) with the intent to drive instruction. The PLCs also share best practices, exemplary lessons, rubrics, utilize collaboration to develop grade level assessments.
Rationale: Sharing of best practices helps to improve the craft of the teachers.
Analyzing the data helps to drive the instruction toward student success.

Strategy Rationale

Weekly professional collaboration brings consistency and high levels of teaching to ultimately benefit students' learning, engagement and achievement.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Louden, Marcia, marcia.louden@yourcharlotteschools.net

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

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

Strategy: Before School Program

Minutes added to school year: 0

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Gibson, Brad, bradley.gibson@yourcharlotteschools.net

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

Data days will be used to analyze the iReady progress.

Strategy: Extended School Day

Minutes added to school year: 0

LA Ainger also provides enrichment with the Math Counts program as well a competition. Rationale: The goal is to enhance the level of mathematics for high achieving students and meet and challenge them where they are respectively in their mathematical pathways.

Strategy Rationale

The goal is to enhance the level of mathematics for high achieving students and meet and challenge them where they are respectively in their mathematical pathways.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Gibson, Brad, bradley.gibson@yourcharlotteschools.net

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

Competition results will be analyzed to show progress.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Open Houses: Separate 6th grade Open House from 7&8th grade Open House
Step Up Day and Night for 5th grade risers
Articulation Plan with LBHS to includes Parent Information Nights, LBHS Guidance Counselors present registration options to students in March, 8th grade students participate in a field trip to LBHS and enjoy a tour of the school, session with Manta Mentors regarding "Life as a Manta", elective presentations and a Pep Rally. Registration Night at LBHS with a personal registration time with a staff member. PTO provides a LBHS t-shirt for every 8th grader.
Visitation to feeder Elementary Schoosl by Guidance Counselors
Band Videos played at Elementary Schools

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Teachers in the core academics strive to provide relevance in their instruction whenever possible. From guest speakers to utilization of technology, teachers continue to connect the core academics to real world application. Exploratory teachers in STEM, the Arts, Music, Physical Education, and Consumer Science work collaboratively with core academic teachers to connect real world application not only in their exploratory courses but in the core academics. Real World Application continues to be an emphasis with our Exploratory PLC to ensure students understand the relationship between school and their future. All 8th grade students are required to "discuss" and "cover" a unit on Career Education. This career education unit in the computer classes provides in-depth career research and meaningful analysis of personality traits in relation to career opportunities.

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

During the 2013-2014 L.A. Ainger Middle school had a Microsoft IT Academy and was a certified Certiport test site. 8th grade students utilized GMetrix to prepare for Microsoft Certification in Word, PowerPoint, Outlook, etc. Over 35 students received certifications and over 10 received the "bundle". For the 2014-2015 school year, Lemon Bay High school "took" over the IT Academy as students receiving the "bundle" would get more funding based on completion. L.A. Ainger, with a priority on academics and the utilization of iReady, is still equipped to provided preparation for certification, etc. Opportunities to certify 8th graders will be offered as students as they progress and master the standards in iReady.
Other certifications are being explored for this and next year including Adobe, Photoshop, etc.

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

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Guidance counselors meets with students and families to ensure student course selection is meaningful. With high school credit courses offered at L.A. Ainger Middle School, time is spent with teachers, families, and students to ensure all students are provided with the most rigorous opportunities available to those qualified students. All 8th grade students are required to fulfill the Career Education component of their computer class. This career education unit provides in-depth career research and meaningful analysis of personality traits in relation to career opportunities.
L.A. Ainger Middle School has a Talented and Gifted (TAG) program as well as 8th grade courses including Algebra 1, Spanish, and Physical Science that students can earn high school credit while they are still in middle school. There are advanced classes in Math in 6th & 7th grade as well as advanced art in 8th grade. Teachers across the curriculum will continued to differentiate instruction to ensure they are reaching all students including those that are require remediation and enrichment. This can be seen in all areas.

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.   Based on the diagnostic i-Ready data, 31% of our students scored on grade level in math. By the end of the 2014-2015 school year, the number of students scoring on grade level will increase by 15%. At the end of the year, results will be measured by using i-Ready math EOY data.

G2.   Based on the diagnostic i-Ready data, 46% of our students scored on grade level in reading. By the end of the 2014-2015 school year, the number of students scoring on grade level will increase by 15%. At the end of the year, results will be measured by using i-Ready reading EOY data.

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. Based on the diagnostic i-Ready data, 31% of our students scored on grade level in math. By the end of the 2014-2015 school year, the number of students scoring on grade level will increase by 15%. At the end of the year, results will be measured by using i-Ready math EOY data. `1a`

🔍 G050265

Targets Supported `1b`

Indicator	Annual Target
AMO Math - All Students	79.0
Math Lowest 25% Gains	46.0

Resources Available to Support the Goal `2`

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

Targeted Barriers to Achieving the Goal `3`

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

Plan to Monitor Progress Toward G1. `8`

i-Ready BOY, MOY, and EOY data

Person Responsible

Marcia Louden

Schedule

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

Evidence of Completion

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

Plan to Monitor Progress Toward G1. `8`

i-Ready BOY, MOY, and EOY math data

Person Responsible

Brad Gibson

Schedule

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

Evidence of Completion

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

G2. Based on the diagnostic i-Ready data, 46% of our students scored on grade level in reading. By the end of the 2014-2015 school year, the number of students scoring on grade level will increase by 15%. At the end of the year, results will be measured by using i-Ready reading EOY data. 1a

🔍 G050160

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	79.0
ELA/Reading Lowest 25% Gains	58.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

- lack of sufficient computer access per student

- below grade level vocabulary skills

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Marcia Louden

Schedule

Weekly, from 10/13/2014 to 5/22/2015

Evidence of Completion

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

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Dave Howard

Schedule

Weekly, from 10/13/2014 to 5/22/2015

Evidence of Completion

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

Plan to Monitor Progress Toward G2. 8

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

Person Responsible
Brad Gibson

Schedule
Weekly, from 10/13/2014 to 5/22/2015

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

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

G1. Based on the diagnostic i-Ready data, 31% of our students scored on grade level in math. By the end of the 2014-2015 school year, the number of students scoring on grade level will increase by 15%. At the end of the year, results will be measured by using i-Ready math EOY data. `1`

🔑 G050265

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

🔑 B125907

G1.B1.S1 The purchase and implementation of i-Ready comprehensive math system `4`

🔑 S137789

Strategy Rationale

To provide a system that fills in gaps in math skills and reasoning

Action Step 1 `5`

Establish intensive math and computer classes with access to i-Ready pathways and interventions

Person Responsible

Brad Gibson

Schedule

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

Evidence of Completion

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

Action Step 2 `5`

before or after school math tutoring

> **Person Responsible**
>
> Brad Gibson
>
> **Schedule**
>
> Weekly, from 9/22/2014 to 6/5/2015
>
> *Evidence of Completion*
>
> attendance logs, walk-throughs

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

The leadership team will manage the implementation of mathematics interventions

> **Person Responsible**
>
> Brad Gibson
>
> **Schedule**
>
> Weekly, from 9/22/2014 to 6/5/2015
>
> *Evidence of Completion*
>
> lesson plans, website, classroom walk-throughs, progress monitoring data, attendance logs, and math PLC data days

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

i-Ready progress monitoring system

> **Person Responsible**
>
> Brad Gibson
>
> **Schedule**
>
> Weekly, from 9/22/2014 to 6/5/2015
>
> *Evidence of Completion*
>
> lesson plans, website, classroom walk-throughs, progress monitoring data, attendance logs, and math PLC data days

G2. Based on the diagnostic i-Ready data, 46% of our students scored on grade level in reading. By the end of the 2014-2015 school year, the number of students scoring on grade level will increase by 15%. At the end of the year, results will be measured by using i-Ready reading EOY data. [1]

🔍 G050160

G2.B1 lack of sufficient computer access per student [2]

🔍 B125727

G2.B1.S1 Within computer classes, priority has been shifted to a focus on the i-Ready instructional path. [4]

🔍 S137683

Strategy Rationale

To increase our overall reading proficiency for all students.

Action Step 1 [5]

The school's master schedule will be analyzed to facilitate computer lab availability for i-Ready diagnostic testing and progress monitoring.

Person Responsible

Dave Howard

Schedule

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

Evidence of Completion

i-Ready results from BOY, MOY, and EOY

Action Step 2 [5]

99% of students were placed in a computer class and/or an intensive reading class enabling students to have access to i-Ready diagnostic tests and instruction.

Person Responsible

Dave Howard

Schedule

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

Evidence of Completion

i-Ready results from BOY, MOY, and EOY

Action Step 3 5

establishment of a computer lab dedicated to complex text analyzing and writing for the language arts department.

Person Responsible

Dave Howard

Schedule

On 10/10/2014

Evidence of Completion

A dedicated computer lab has been established for the language arts department.

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

The principal will monitor computer lab implementation and usage by the ELA PLC.

Person Responsible

Marcia Louden

Schedule

Weekly, from 10/6/2014 to 3/6/2015

Evidence of Completion

Computer lab usage logs will be monitored.

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

Increased computer access for students in language arts teachers.

Person Responsible

Marcia Louden

Schedule

Weekly, from 10/6/2014 to 10/10/2014

Evidence of Completion

Computer access will be monitored by the principal to ensure access by the ELA PLC.

G2.B3 below grade level vocabulary skills 2

🔑 B125790

G2.B3.S1 Every PLC is concentrating on acquiring grade appropriate vocabulary specific to content within the curriculum. 4

🔑 S137690

Strategy Rationale

To raise overall vocabulary proficiency.

Action Step 1 5

Subject area PLCs will concentrate on methods and instructional strategies to improve content area vocabulary.

Person Responsible

Marcia Louden

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Marcia Louden

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Marcia Louden

Schedule

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

Evidence of Completion

Lesson plans, websites and walk-throughs

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
G2.B1.S1.A1	The school's master schedule will be analyzed to facilitate computer lab availability for i-Ready diagnostic testing and progress monitoring.	Howard, Dave	8/18/2014	i-Ready results from BOY, MOY, and EOY	6/5/2015 monthly
G2.B3.S1.A1	Subject area PLCs will concentrate on methods and instructional strategies to improve content area vocabulary.	Louden, Marcia	8/18/2014	The principal will monitor all PLCs to observe implementation of content area vocabulary strategies.	6/5/2015 weekly
G1.B1.S1.A1	Establish intensive math and computer classes with access to i-Ready pathways and interventions	Gibson, Brad	8/18/2014	lesson plans, website, classroom walk-throughs and progress monitoring data	6/5/2015 weekly
G2.B1.S1.A2	99% of students were placed in a computer class and/or an intensive reading class enabling students to have access to i-Ready diagnostic tests and instruction.	Howard, Dave	8/18/2014	i-Ready results from BOY, MOY, and EOY	6/5/2015 monthly
G1.B1.S1.A2	before or after school math tutoring	Gibson, Brad	9/22/2014	attendance logs, walk-throughs	6/5/2015 weekly
G2.B1.S1.A3	establishment of a computer lab dedicated to complex text analyzing and writing for the language arts department.	Howard, Dave	10/6/2014	A dedicated computer lab has been established for the language arts department.	10/10/2014 one-time
G1.MA1	i-Ready BOY, MOY, and EOY data	Louden, Marcia	9/22/2014	lesson plans, website, classroom walk-throughs, progress monitoring data, attendance logs, math PLC data and Data Days	6/5/2015 weekly
G1.MA2	i-Ready BOY, MOY, and EOY math data	Gibson, Brad	9/22/2014	lesson plans, website, classroom walk-throughs, progress monitoring data, attendance logs, math PLC data, and Data Days	6/5/2015 weekly
G1.B1.S1.MA1	i-Ready progress monitoring system	Gibson, Brad	9/22/2014	lesson plans, website, classroom walk-throughs, progress monitoring data, attendance logs, and math PLC data days	6/5/2015 weekly
G1.B1.S1.MA1	The leadership team will manage the implementation of mathematics interventions	Gibson, Brad	9/22/2014	lesson plans, website, classroom walk-throughs, progress monitoring data, attendance logs, and math PLC data days	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.MA1	PLC Leaders will supply evidence of progress toward achieving positive results for vocabulary goal for their PLC.	Louden, Marcia	10/13/2014	The principal and designees will evaluate the evidence (PLC Vocabulary Goal, samples of student work) presented by the PLC Leader at PLC Leaders meeting. Ongoing progess toward goal will be monitored.	5/22/2015 weekly
G2.MA2	PLC Leaders will supply evidence of progress toward achieving positive results for vocabulary goal for their PLC.	Howard, Dave	10/13/2014	The principal and designees will evaluate the evidence (PLC Vocabulary Goal, samples of student work) presented by the PLC Leader at PLC Leaders meeting. Ongoing progess toward goal will be monitored.	5/22/2015 weekly
G2.MA3	PLC Leaders will supply evidence of progress toward achieving positive results for vocabulary goal for their PLC.	Gibson, Brad	10/13/2014	The principal and designees will evaluate the evidence (PLC Vocabulary Goal, samples of student work) presented by the PLC Leader at PLC Leaders meeting. Ongoing progess toward goal will be monitored.	5/22/2015 weekly
G2.B1.S1.MA1	Increased computer access for students in language arts teachers.	Louden, Marcia	10/6/2014	Computer access will be monitored by the principal to ensure access by the ELA PLC.	10/10/2014 weekly
G2.B1.S1.MA1	The principal will monitor computer lab implementation and usage by the ELA PLC.	Louden, Marcia	10/6/2014	Computer lab usage logs will be monitored.	3/6/2015 weekly
G2.B3.S1.MA1	The principal will monitor the effectiveness of PLC implementation of vocabulary strategies.	Louden, Marcia	8/18/2014	Lesson plans, websites and walk-throughs	6/5/2015 weekly
G2.B3.S1.MA1	The principal will monitor PLCs for the effectiveness and implementation of strategies.	Louden, Marcia	8/18/2014	PLC member lesson plans, websites, and walk-throughs.	6/5/2015 weekly

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 Opportuntities

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

G1. Based on the diagnostic i-Ready data, 31% of our students scored on grade level in math. By the end of the 2014-2015 school year, the number of students scoring on grade level will increase by 15%. At the end of the year, results will be measured by using i-Ready math EOY data.

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

G1.B1.S1 The purchase and implementation of i-Ready comprehensive math system

PD Opportunity 1

Establish intensive math and computer classes with access to i-Ready pathways and interventions

Facilitator

i-Ready trainer

Participants

math and computer PLCs

Schedule

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

PD Opportunity 2

before or after school math tutoring

Facilitator

Edgenuity trainer

Participants

Edgenuity teachers

Schedule

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

G2. Based on the diagnostic i-Ready data, 46% of our students scored on grade level in reading. By the end of the 2014-2015 school year, the number of students scoring on grade level will increase by 15%. At the end of the year, results will be measured by using i-Ready reading EOY data.

G2.B1 lack of sufficient computer access per student

G2.B1.S1 Within computer classes, priority has been shifted to a focus on the i-Ready instructional path.

PD Opportunity 1

The school's master schedule will be analyzed to facilitate computer lab availability for i-Ready diagnostic testing and progress monitoring.

Facilitator

i-Ready trainer

Participants

ELA and computers

Schedule

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

PD Opportunity 2

99% of students were placed in a computer class and/or an intensive reading class enabling students to have access to i-Ready diagnostic tests and instruction.

Facilitator

i-Ready trainer

Participants

ELA and computer teachers

Schedule

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

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Goal 1: Based on the diagnostic i-Ready data, 31% of our students scored on grade level in math. By the end of the 2014-2015 school year, the number of students scoring on grade level will increase by 15%. At the end of the year, results will be measured by using i-Ready math EOY data.	0
Goal 2: Based on the diagnostic i-Ready data, 46% of our students scored on grade level in reading. By the end of the 2014-2015 school year, the number of students scoring on grade level will increase by 15%. At the end of the year, results will be measured by using i-Ready reading EOY data.	0
Grand Total	**0**

Goal 1: Based on the diagnostic i-Ready data, 31% of our students scored on grade level in math. By the end of the 2014-2015 school year, the number of students scoring on grade level will increase by 15%. At the end of the year, results will be measured by using i-Ready math EOY data.		
Description	**Source**	**Total**
B1.S1.A1		0
B1.S1.A2		0
Total Goal 1		**0**

Goal 2: Based on the diagnostic i-Ready data, 46% of our students scored on grade level in reading. By the end of the 2014-2015 school year, the number of students scoring on grade level will increase by 15%. At the end of the year, results will be measured by using i-Ready reading EOY data.		
Description	**Source**	**Total**
B1.S1.A1		0
B1.S1.A2		0
B1.S1.A3		0
Total Goal 2		**0**