

Imagine School At North Port



2014-15 School Improvement Plan

Imagine School At North Port

1000 INNOVATION AVE, North Port, FL 34289

www.imagineschoolsnorthport.com

School Demographics

School Type

Combination

Title I

No

Free/Reduced Price Lunch

50%

Alternative/ESE Center

No

Charter School

Yes

Minority

26%

School Grades History

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

School Board Approval

This plan was approved by the Sarasota County School Board on 11/18/2014.

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>.

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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

The Mission of Imagine School at North Port is to educate all students in a safe, supportive, individualized and challenging environment where they can learn to be contributing citizens of our community.

Provide the school's vision statement

Imagine School at North Port is a safe, disciplined and productive environment that brings choice and a balance of academic and moral education to our local community. We utilize the Imagine Schools Measures of Excellence as guiding principles to obtain the following for our school:

Shared Values of Integrity, Justice and Fun – School stakeholders possess the ability to design their role in contributing toward their own success as well as the success of others in our school community. Our school is a place where we can develop an overarching belief that success is a possibility, and consequently take great joy in owning part of the decision making process.

Academic Growth – Students will be exposed to and challenged by a curriculum which balances fundamental skill development with critical thinking and inquiry-based acquisition of knowledge and perspective. Teachers will harness their love of children combined with a passion for learning into the creation of a pedagogy which constantly measures our daily instructional practices against what is best for our students. The school will, in a thoughtful and meaningful fashion, construct a path for learning and growth of our students which transcends standardized testing and fosters a skill set that ensures success inside and outside of the classroom.

Positive Character Development – School staff model and instruct students in the core values required to become a moral, upstanding citizen of our nation. Students experience high expectations for moral development from the school community, and are able to learn from an effective curriculum paired with an ability to practice these values through school facilitated peer interactions, community service and student leadership opportunities.

Economic Sustainability – School combines an urgent need to provide students with instructional materials and support items which will facilitate their education, with a shared understanding to prioritize our expenditures according to the needs of students, live within our budget and model fiscal responsibility with public funds. Developing business partnerships and symbiotic relationships with the local community will assist in this effort.

Parent Choice and Satisfaction – Our parents experience satisfaction due to the progress of their children. They work cooperatively with school personnel to establish goals and priorities. They feel welcomed and valued as partners in the educational process, and perennially choose our school as the best and most suitable fit for their children's educational needs.

School Development – School Community concentrates on a systematic pattern of continuous improvement which entrenches our place as a beacon of high quality education within our community, with the ultimate result being a school which operates at full capacity, thereby maximizing the positive impact of our school community in the local community and surrounding area.

School Environment

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

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

school profile begins

annually with the individual and specific information on geographical location, free/reduced lunch, and demographic data. Information from individual registration forms and district mandated forms are inputted into

the district's secure information database (SIS). The Student Information System (SIS) can be used by those with training and user access (registrar, principals, ESE resource staff) to pull individual and school-wide data based on need.

The school utilizes an articulation card to track longitudinal data on individual students. This card includes academic and behavioral data, which are used by school leadership and staff for not only instructional placement, but to get a snapshot of the whole student. Teachers update the articulation card annually with the most current academic and behavioral data to inform future teachers.

Student surveys are administered each year and provide valuable information that enables our school to meet the needs of our students. Programs, clubs, and school-wide activities are created based on the interests expressed through these surveys. The activities are most often run by teachers which helps to foster relationships between teachers and students.

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

The Upper Campus hosts students in grades six through twelve. This presents us with a somewhat unique opportunity to stress the importance of role modeling and leadership with our older high school students. It also provides the ability to grant special "privileges" to high school students that point out the value of appropriate citizenship and positive values to all students.

High School students are able to enter the campus immediately upon their arrival in the morning. They may work quietly in the pavilion area, visit with friends, or meet with a teacher. Middle School students are expected to wait by the entrance gate until the campus officially "opens" for students at 8:00am. They are supervised by the Building Principal from approximately 7:25am until 8:00am. This daily contact permits bonds to form, positive interaction to take place and also provides an opportunity for students, staff and parents to speak with the Principal about concerns, questions, or just to have a non-school related conversation.

Both the Assistant Principal and Principal do not remain in the offices during the school day. They are constantly walking around the campus, visiting classrooms, speaking with students and staff and remain visible at all times during the day. No one knows where they will show up, which makes a huge difference in the incidence of hallway, classroom and bathroom misbehaviors. Should they become aware of possible student to student conflicts, they are able to visibly monitor students during class changes, ensuring that a chance conversation does not cause a serious incidence of misbehavior.

Virtually every student has a pass from their teacher when they are not in their classroom. Should a student be observed without a pass, they are escorted back to their classroom. In just about all classes, they have forgotten to pick-up the room pass, however, this process serves as a tactful reminder to both all the students in the class, as well as the teacher. The same situation is true during class changes, when teachers are expected to be in the hall by their classroom doors, monitoring student behavior.

After school, we encourage students to stay on campus and participate in a tremendous variety of clubs, academic assistance opportunities, extracurricular activities and sports. In addition, we host a Young Marines Program, which provides students with leadership skills, self-discipline and a whole host of background information on topics ranging from shoe shining, to organization, to close order drill.

At the elementary campus, we make sure that students are supervised by adults at all times. Before school, students congregate in the cafeteria where a representative from each grade level supervises students and makes sure that they get breakfast if they need it. Students are welcomed to school each day by both school administrators.

We build leadership in our 5th grade students and they play a major role in keeping our students safe.

They help the arrival and dismissal team supervise students and welcome them to school. Throughout the day they respectfully remind younger students of school-wide expectations. Every day, teachers continuously work with students on building positive character traits and using what they learn in their day-to-day lives. Our teachers and students focus on a character trait each month, and the activities discussed in class are also sent home to parent's in the school's weekly newsletter so that they can follow up at home as well. At the end of the month, students in each class nominate a student they feel exemplified that particular character trait. Our staff continuously models respect, and work with students individually or in small groups when there is conflict. Because we have a 90% retention rate at the elementary level, we are able to really get to know our students and grow their character each year.

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

The following procedures are to be followed in matters of discipline throughout the school. Imagine Schools is in the business of helping parents educate their children. Focusing on developing the whole child, parents, teachers, and students will work together to consistently reinforce our school behavioral expectations. At Imagine School at North Port, our use of discipline serves to strengthen the bond between student and teacher and educate children on the natural consequences of their actions.

Anti-Bullying Policy

The Imagine School at North Port teachers and staff has made a commitment to provide a bully free school for all our students. Bullying is defined as deliberate hostile activity, repeated over time, and marked by an imbalance of power, intent to harm, and/or threat of aggression. We have adopted a no-tolerance policy when it comes to all types of bullying behavior (physical, verbal, relational aggression, sexual harassment, and cyberbullying). This policy will be supported through direct education, immediate consequences, and strong school-wide character development, in order to create and maintain a physically and emotionally safe learning environment.

Electronic Devices

Cell phones should be turned off and out of sight at all times during school hours. If a student is seen using their cell phone during an unauthorized period of time the following actions will be taken:

1. Verbal warning, noted on behavior sheet
2. The student or teacher will take the cell phone to the office, and the parent/guardian can pick it up at the end of the day.

No electronic devices such as iPods, or games should be brought on campus. Imagine School at North Port is not responsible for any lost or stolen electronic devices.

Progressive Consequences

At ISNP, teachers and other staff members are empowered to successfully deal with most discipline problems on their own, without the intervention of the School Leadership Team. Our collective goal is to keep children in the learning environment at all times. Our school-wide behavior plan includes a flowchart that clearly defines the behavior management process as well as a chart which lists infractions and their progressive consequences. The list of infractions is not exhaustive, but contains the behaviors most often included in school-wide plans. Parents should also refer to the Sarasota County Code of Student Conduct for further information on district level offenses. Note that the consequences at ISNP again, are meant to educate rather than punish.

Communication

Consistent communication among and between teachers, support staff, the leadership team, and parents is essential to the success of the ISNP School-Wide Behavior Plan. All adults share the responsibility of communicating information about student infractions to relevant stakeholders in a prompt, positive, and professional manner. The underlying purpose of this communication should always be in the best interest of the student and his/her individual improvement.

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

The K-12 school counselor works closely with students and staff on meeting student social and emotional needs. The counselor stays in close communication with the assistant principal at the elementary campus regarding character education. The assistant principal at the elementary campus leads character development initiatives with K-5 students. The middle school team leaders use advisory time built into their students' schedules to work on character education and bully prevention. At the high school, teachers teach the 6 pillars of character to their students and incorporate these into the classroom. The ESE Liaison at the elementary campus attends district level elementary counseling meetings in addition to her own trainings in order to stay abreast of all of the resources and developments in working with K-5 students. The school counselor attends the district level high school counselor trainings to keep updated on community resources to assist students as well as college and career mentoring for students. The school counselor refers families to outside counseling and community resources as needed when the student's social-emotional needs are outside of the scope of the school. The upper campus health tech keeps a food pantry stocked for students whose families are in need financially. All instructional, administrative and support staff work closely with students and families to ensure that social emotional needs are being met comprehensively for each student. As a K-12 school we are also in a unique position to allow our upper campus students to visit the elementary students to provide mentoring and role modeling and to make our school a cohesive community. The SWST team meets weekly to discuss students of concern and strategize ways to support those students. This year we have added a peer counseling program at both the middle school and high school levels to further develop social-emotional awareness in students and to increase the opportunities that students have to share the struggles and receive support in a safe environment.

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

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

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

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Students who score below a level 3 on statewide testing in reading and/or math are automatically scheduled into intensive classes for these subjects. Leading up to statewide testing, we offer additional morning help sessions for students to prepare them for these tests. For all students struggling academically, we encourage participation in our after school assistance program (ASAP) which runs 4 days a week for 90 minutes each day. Teachers contact parents when a student's grades slip and document this discussion and recommendation for ASAP. Parent meetings are also held for students who are chronically absent, tardy or suspended. When a student is suspended out of school, administration will put a behavior contract into place when the student returns. When a student's absence rate falls below 90%, the school mails letters home and contacts parents to discuss the concern and strategies to get the student to school. These students continue to be monitored by the SWST team until consistent improvement occurs.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

The goal for the 2014-15 school year is to achieve the Golden School status through Sarasota County Schools. This requires the school to have twice as many community volunteer hours as students enrolled in the school. The community volunteers entering the school to volunteer need to go through a background check through the Sarasota County PAL's program and all of the hours need to be registered electronically through the online PAL's registry.

Both Principals at the Elementary and Upper School Campus send out a weekly school newsletter that keeps parents informed and supports the school's mission and vision. A solid structure of communication has been established at the school, and teacher and families partner together to work towards the school's mission. The school communicates student progress via online grade book and every 4 weeks with progress reports.

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

A majority of staff members at the school are community residents. This helps us to have many positive community relationships and connections. Our enrollment is driven primarily by "word of mouth," so staff take every opportunity to serve as coaches in sports leagues, help with local charities, etc. In regard to a more formal type of relationship, our school partners with dozens of local businesses and also offers excellent advertising opportunities via gymnasium banners. Pavers, and other forms of support. We are a member of the Chamber of Commerce and our weekly newsletters frequently provide positive thanks to local businesses for their financial, as well as other types of support. After recently building and opening our new gymnasium, we are witnessing an increase in the rental of our facility by outside groups and organizations.

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
Black, Steve	Principal
Bailey, Kim	Guidance Counselor
Zebkar, Tyler	Teacher, ESE
Forcier, Pattie	Instructional Coach
Gardner, Cher	Assistant Principal
Coover, Aleischa	Principal
Brannack, Alison	Instructional Coach
Johnson, Caitlin	Teacher, ESE

Duties

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

The RTI leadership team, also known as the School Wide Support Team, is comprised of general education staff, related services contractors, school administration, and ESE staff. Specifically, team members include:

- School Counselor: Provides input on social and emotion data and resources available for students and staff members. Counselor also provides input to aid in implementation of behavioral strategies and monitoring for general education teachers during the MTSS process. Counselor is responsible for developing and implementing 504 interventions and FBA/BIP general education development and monitoring that are initiated during School Wide Support Team meetings. Meeting with general education instructors and aiding in proper documentation of class wide interventions is also done by the counselor.
- ESE Liaison and ESE Teacher: Serves as a representative of the ESE department to provide input on possible interventions or useful strategies in the classroom. Also serves as support for general education in completion and training for data monitoring of students in MTSS. Liaison works with the counselor to develop and implement FBA/BIP when needed and for all current ESE students. Also works to coordinate data for Tier placement.
- Assistant Principal: Serves to represent the school administration in all weekly school wide support team meetings. Provides support for members in planning and implementation of training for faculty in the MTSS process and imparts information from outside resources for the team.
- Reading Coach and Intervention Staff: The reading Coach/Intervention staff serve as general education representatives and are responsible for training of staff in best practice reading and/or math strategies. They provide input on classroom strategies for reading and math skills and possible modifications that may be needed. Reading coach is in charge of coordinating data for Tier 2 and 3 placements. Also serves a Tier 3 intervention teacher.
- School Psychologist and Speech Pathologist: These members serve as a resource for the team on possible intervention needs in the classroom and suggest strategies for use in general education setting. They are able to provide input on possible prescriptive testing that may be needed to guide interventions.

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

The school wide support team (SWST) meets once a week to engage in the following: The team reviews referral forms that the teachers completed on students in need of RTI services. Once the needs of each student have been identified (speech, behavioral, academic) the SWST establishes a timeline, and interventions are based upon data that the teachers will implement and tailor to the student's needs. After discussing new referrals, the focus shifts to the students currently in Tiers 2 and 3. The SWST determines the progress or regression of the student and arranges to meet with each cluster on a regularly scheduled basis or to meet with a student's team to discuss changes if necessary, as well as facilitate the completion of data monitoring documents. After reviewing MTSS Tiers, the SWST discusses 504 and FBA/BIP needs of students who have been referred by teachers and/or doctors. This team also works to develop training programs and plans in-service training for staff on data analysis, teaching strategies, intervention implementation, or other current needs.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Chris Phillips	Parent
Jennifer Desroisers	Parent
David Quaderer	Business/Community
Brian Beason	Parent
	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

Our Governing Board, serving as our School Advisory Council, reviews achievement data as it relates to the School Improvement Plan as the data becomes available.

Development of this school improvement plan

Our Governing Board, serving as our School Advisory Council, provides advice to the SIP Team and approves the final School Improvement Plan.

Preparation of the school's annual budget and plan

The Early Bird Budget is developed on real FTE numbers, which drive the changes in staffing, needed instructional materials and other supports. This is accomplished through a collaboration between the Imagine parent company, a task force of staff members and the leadership team. The information is then brought to the Governing Board in a formalized budget and plan for approval.

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

N/A

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

Yes

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

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Brannack, Alison	Instructional Coach
Coover, Aleischa	Principal
Forcier, Pattie	Instructional Coach
Midgett, Misty	Assistant Principal
Black, Steve	Principal
Gardner, Cher	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the LLT for 2014-2015 are as follows:

1. Increase academic growth of students, in particular those that score in level 4.
2. Monitor data with our new structure of reading combined with writing to implement the FL standards.
3. To promote the Advanced Reading Challenge.
4. To have relevant and effective professional development (Examples include: close reading activities, Daily Five, reading/writing workshop, Journeys implementation).
5. To infuse character education traits into literacy throughout the grades.
6. To implement FL standards in grades K-12.
7. To ensure consistent common planning time for staff to analyze data and progress of each student.
8. To increase content specific reading strategies used within all ELA and non-ELA classes
9. Increase content specific writing strategies aligned with ELA rubric

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

Upper Campus (gr. 6-12)

Common planning times are built into the master schedule for grade level teams at the middle school and by core subject area at the high school. Middle school grade level teams meet once per week (minimally) to collaborate, problem solve and plan and share their minutes with school administration as well as other team leaders and department chairs. Departments meet as a 6-12 group at least twice per month or more as needed. Teachers use this time to ensure continuity and gradual increase of rigor of subject matter on the 6-12 continuum. Both groups meet to analyze and plan from data with the school's instructional coach. Team and department leaders are also afforded the opportunity to observe their

team members in the classroom and give constructive feed back. In addition to the teaming structures, each of the teachers who are new to our school have a mentor teacher to "show them the ropes" and be a "go-to" person when they have questions. The principal and assistant principal also meets with the group of new teachers periodically to provide ongoing support as needed.

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

In order to attract and recruit highly qualified, certified in field, effective teachers our Upper Campus Principal will continue to be highly visible and active in several college-level teacher education programs in the immediate area. Via the Kaiser University Education Program and the State College of Florida's Alternative Certification Program, the Upper Campus Principal will serve as guest speaker, host class visits to the school and will occasionally instruct several actual classes.

In addition, our school recruits by advertising on many job-related websites and locally on our website. Once candidates are selected, a team of teachers who directly would work with the potential candidate, interview and recommend final candidates to the administration. It is vital that our school staff take ownership in the hiring process as it strengthens the connections and collaboration among the staff. To retain effective staff members, we are structured to work in teams and have common planning time. Each grade level has a team leader who functions as a mentor. Additionally, administrators hold regular meetings with new teaching staff. Imagine North Port has 1.6 FTE coaches, who also work directly with all staff, but more so with our new staff.

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

Our new teachers are welcomed to the school community as soon as they are formally hired. We invite and include them in community, PTO and booster club activities and try very hard to facilitate their immersion into the school culture. Prior to the beginning of school, all new teachers are paired up with their Mentor, who also serves as their Team Leader. Our teams include Kindergarten through eleventh grade, specialists, support staff, and electives.

Mentors receive a stipend and assist their mentee with required software programs, such as Gradebook, our student management system, etc. They also visit the mentee's classroom and give specific feedback. In addition, the mentees are invited to visit the mentor's classroom to observe. It is made very clear from the start of the school year that the mentor/mentee relationship is confidential and administration will not ask mentors for progress reports on their mentees.

On a regular basis, the principals both meet with all new teachers in an informal setting. This is designed to provide an opportunity for new teachers to share their progress, successes, needs, etc. to date. It has proven a very valuable process and many worthwhile suggestions evolve from this setting. These new teacher meetings are held approximately once per month for the first half of the year. After that, the frequency decreases.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

1. Use of county instructional focus guides for planning purposes
2. Unpacking of standards in PLC/common planning time
3. Realignment of current resources across grades to Florida Standards
4. Use of county benchmark assessments for monitoring purposes

5. Weekly grade level team meetings and vertical content meetings for topic roll out and follow through

Instructional Strategies

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

The school uses data to provide differentiated instruction to students in both formal and informal ways. Beginning with the 2013-2014 FCAT, data is used to form advanced or intensive intervention groups within all grade levels. FAIR reading and the Renaissance STAR math and reading assessments are administered in all grade levels and provide targeted diagnostic information to the teachers to guide instruction at the upper and lower ends.

Within classrooms, students participate in county benchmark assessments and progress monitoring through teacher driven assessments. Proficiency levels within specific content is evaluated in an ongoing fashion to support instruction. Academic choices are made to move students into or out of small group instructional settings for reteaching opportunities.

Data chats are held monthly with teachers, instructional coaches and administrators to review teacher and student progress towards proficiency goals.

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:

Students in grades 3-5 participate in volunteer activities in school and in the community through the Kiwanis Club organization (K-Kids Club).

Strategy Rationale

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Coover, Aleischa, aleischa.coover@imagineschools.com

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

Participation data at volunteer activities will be monitored by the coordinator of K-Kids. Pre and post surveys will be given to students and their parents to monitor the effectiveness of the program. The survey will include questions as to the students' growth in critical thinking, problem solving strategies, becoming an independent and self directed learner, and embracing a culture of high academic and character expectations.

Strategy: Extended School Day

Minutes added to school year:

Academic Olympics

Strategy Rationale

Increased academic rigor is positive competitive setting

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Black, Steve, steve.black@imagineschools.com

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

Team scores

Strategy: Extended School Day

Minutes added to school year: 16,200

After School Assistance Program

Strategy Rationale

Provide students with a certified teacher to support daily instruction to students

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Black, Steve, steve.black@imagineschools.com

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

Attendance rates on a daily basis, GPA comparison of students in attendance

Strategy: Extended School Day

Minutes added to school year:

All students in grades 4 and 5 are eligible to participate in choir. Forty students made the commitment to participate in weekly rehearsals and six performances throughout the school year.

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

100% participation in rehearsals and performances. Attendance will be taken at each practice and compared to last year's attendance and participation. The choir teacher will have each participant rate their experiences before choir starts and after the last performance.

Strategy: Extended School Day

Minutes added to school year:

Reading, Math and Writing Instruction: Teachers provide extra help for students in grades 3-11 in one-on-one, small group and peer-to-peer settings. Instructional support is individualized and catered to the student's needs.

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Coover, Aleischa, aleischa.coover@imagineschools.com

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

Benchmark assessments and teacher-generated assessments are used to track effectiveness.

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

Our primary teachers meet with each individual child prior to the start of school. The purpose is to assess the academic and pre-reading skills of each child and to help the student acclimate to the school facility and meet the teachers. This enables the staff to get to know the children as well. This also assists the staff in creating a fair and equitable class membership. The PTO also holds a kindergarten student and parent social event prior to the start of school. To help students transition from elementary school to the upper campus, the school hosts informational meetings for parents and

students in the spring. The 6th grade team also organizes a "moving up day" where 5th graders are able to visit the 6th grade classes, meet the teachers and engage in fun character activities. We also host an informational night for middle school students moving up to high school and set meeting with the guidance counselor to help students make informed academic choices.

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

Our school counselor visits high school classes at the beginning of each school year to discuss graduation requirements, career and college planning and resources. The counselor has students create portfolios with Florida Choices in grade 9 that can be revisited and accessed throughout high school. The school counselor makes an additional visit to 11th grade classes in the spring to prep them for senior year. The counselor hosts numerous evening parent events to provide information on college and career planning. The counselor has partnered with the Princeton Review to host free workshops on campus on the evenings and Saturdays. The counselor attends all district trainings and shares information with staff and students. The counselor has decorated the school with college posters and banners and contacts college admissions reps to host numerous visits to campus from college admissions officers to meet directly with students. The counselor is working with SCF to host application and financial aid workshops this spring as well as possibly bringing SCF orientation directly to our campus. The counselor advertises college open houses, college fairs and other events in the weekly school newsletter. The counselor has an email database for 11th and 12th grade students to communicate directly with them about pertinent topics and scholarship opportunities. The counselor keeps the school website updated with important links for the college and career planning process. This school year we are paying for all of our 10th and 11th grade students to take the PSAT and the counselor discussed the importance of the test with these students through their English classes.

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

All eighth graders complete a career plan and college plan process. This provides an avenue for them to begin learning about many of the requirements that they will be soon need. They learn about job responsibilities, necessary training and education, starting salaries and job prospects. The counselor again does career planning with students in 9th grade through a classroom lesson involving Florida Choices. At the high school level, we have students who are dual enrolled with our school and Charlotte Technical Center to earn industry certifications. We also began a CAD class and a robotics class program this year that can ultimately lead to an industry certification as we continue to build the program each year.

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 continued to expand our Advanced Placement course offerings to 9 courses this year. This year we are also offering two SCF Dual Enrollment courses on our campus--ENC 1101/1102 and AMH 1010/1020. We support students in these programs by offering after school help through our ASAP program as well as Saturday sessions in the spring to get ready for the AP tests. In addition, we issue school laptops to all high school students who signed a user agreement with their parents. Teachers use these computers to offer blended learning experiences within the classroom similar to many colleges and universities. Using this technology, they are learning how to communicate and work ethically and productively, which will help them when they graduate and go to work, the armed force or a post-secondary educational institution.

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

We will continue to increase the rigor of our college prep curriculum and increase the number of students taking honors, advanced placement and dual enrollment courses for college readiness. We will continue to discuss college with students from 8th grade through 12th grade during course selection and course program planning discussions. We will continue to offer support for passing the EOC tests and the FSA tests through our morning camps, intensive reading and math offerings and after school assistance programs at the upper campus. We will continue our partnerships with local college admissions offices, Sarasota County Schools and the Princeton Review to educate our students on college readiness. We will continue to raise college awareness through visits from college admissions officers, parent nights, classroom guidance lessons and weekly postings in the school newsletter.

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** For mathematics, by the year 2015, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3 & 4).
- G2.** For Mathematics, by the year 2015, there will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating an annual learning gain.
- G3.** By the year 2015, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile.
- G4.** For 2014-15, there will be a minimum of 4% increase to the percent proficient for all students on the Algebra 1 EOC.
- G5.** For 2014-15, there will be a minimum of 4% increase to the percent proficient for all students on the Geometry EOC.
- G6.** For 2014-15, there will be a minimum of 2% increase to the percent proficient for all students on the Biology EOC.
- G7.** For the 2014-15 school year, the school will reduce the percentage of suspensions by 5%
- G8.** For writing, by the year 2015, there will be a minimum of a four percentage point increase when less than 75% are currently demonstrating 4.0 or higher on the writing essay.
- G9.** For reading, by the year 2015, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3 and 4).
- G10.** For science, by the year 2015, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3,4,5).

- G11.** For reading, by the year 2015, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain.
- G12.** For reading, by the year 2015, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. For mathematics, by the year 2015, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3 & 4). 1a

G038363

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	71.0
AMO Math - African American	64.0
AMO Math - ED	68.0
AMO Math - ELL	63.0
AMO Math - Hispanic	73.0
AMO Math - SWD	54.0
AMO Math - White	71.0

Resources Available to Support the Goal 2

- Math IXL (computer based program) STAR Sarasota County Benchmark Assessments Sarasota County Instructional Focus Guides Core Text FL Math Coach Workbooks

Targeted Barriers to Achieving the Goal 3

- Familiarity with the depth and complexity of the curriculum.
- Technology/network usage and support.

Plan to Monitor Progress Toward G1. 8

Teacher use of resources and the use of student data to plan for effective instruction

Person Responsible

Schedule

Evidence of Completion

Formative and summative assessment data and ongoing observation data

G2. For Mathematics, by the year 2015, there will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating an annual learning gain. 1a

G038364

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

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Targeted Barriers to Achieving the Goal 3

Plan to Monitor Progress Toward G2. 8

Person Responsible

Schedule

Evidence of Completion

G3. By the year 2015, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile. 1a

G038365

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	64.0
ELA/Reading Lowest 25% Gains	81.0

Resources Available to Support the Goal 2

- Math IXL (computer based program) Sarasota County Benchmark Assessments Sarasota County Instructional Calendars Core Text FL Math Coach Workbooks Fountas & Pinnell Leveled Literacy Intervention

Targeted Barriers to Achieving the Goal 3

- Time management/Reduction in staff

Plan to Monitor Progress Toward G3. 8

Review of progress monitoring data with School-Wide Support Team.

Person Responsible

Aleischa Coover

Schedule

Evidence of Completion

School-Wide Support Team meeting notes

Plan to Monitor Progress Toward G3. 8

Review of progress monitoring data with School-Wide Support Team.

Person Responsible

Steve Black

Schedule

Evidence of Completion

School-Wide Support Team meeting notes

G4. For 2014-15, there will be a minimum of 4% increase to the percent proficient for all students on the Algebra 1 EOC. 1a

G038366

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	71.0

Resources Available to Support the Goal 2

- Algebra Nation, IXL, Before/After school support sessions, Lunch help sessions, Intensive Math

Targeted Barriers to Achieving the Goal 3

Plan to Monitor Progress Toward G4. 8

Algebra benchmark testing, midterm exams

Person Responsible

Pattie Forcier

Schedule

Quarterly, from 10/20/2014 to 4/17/2015

Evidence of Completion

Data from assessments

G5. For 2014-15, there will be a minimum of 4% increase to the percent proficient for all students on the Geometry EOC. 1a

G038367

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	71.0

Resources Available to Support the Goal 2

- IXL, Before/After school support sessions, Saturday help sessions, help at lunch

Targeted Barriers to Achieving the Goal 3

Plan to Monitor Progress Toward G5. 8

Geometry benchmark assessments, midterms

Person Responsible

Cher Gardner

Schedule

Quarterly, from 10/20/2014 to 4/17/2015

Evidence of Completion

data from assessments

G6. For 2014-15, there will be a minimum of 2% increase to the percent proficient for all students on the Biology EOC. 1a

G038368

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Supplemental computer-based practice, before/after school support sessions, Saturday sessions, help at lunch

Targeted Barriers to Achieving the Goal 3

Plan to Monitor Progress Toward G6. 8

benchmark assessments, midterm

Person Responsible

Pattie Forcier

Schedule

Quarterly, from 10/20/2014 to 4/17/2015

Evidence of Completion

data from assessments

G7. For the 2014-15 school year, the school will reduce the percentage of suspensions by 5% 1a

G038369

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- Progressive discipline approach, coaching of students, regular parent contact, weekly SWST and grade level team meetings

Targeted Barriers to Achieving the Goal 3

Plan to Monitor Progress Toward G7. 8

suspension data, number of referrals per student, parent contact

Person Responsible

Cher Gardner

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

data results

G8. For writing, by the year 2015, there will be a minimum of a four percentage point increase when less than 75% are currently demonstrating 4.0 or higher on the writing essay. 1a

G038370

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

FAA Writing Proficiency

Resources Available to Support the Goal 2

- Writer's Workshop
- Imagine Writes
- Use of Words Their Way developmental spelling program
- fsaassessments.org

Targeted Barriers to Achieving the Goal 3

- Familiarity with the depth and complexity of the curriculum.
- Time management

Plan to Monitor Progress Toward G8. 8

Writing prompts

Person Responsible

Alison Brannack

Schedule

Evidence of Completion

Evaluation of progress with monthly writing prompts. Collaboration with writing PLC, Curriculum Coordinator, Principal, Assistant Principals.

G9. For reading, by the year 2015, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3 and 4).

1a

G038371

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Two intervention teachers, an academic coach, a new reading series based on the Common Core standards, frequent professional development, regular monitoring of students and analyzing data, Journeys Reading Series, Comprehension Toolkit

Targeted Barriers to Achieving the Goal 3

- 1. Technology/network usage and support. 2. Familiarity with the depth and complexity of the new standards. 3. Resource of time. 4. Classroom libraries with at least 500 books each.

Plan to Monitor Progress Toward G9. 8

Data Chats

Person Responsible

Pattie Forcier

Schedule

Evidence of Completion

STAR and FAIR data, team meeting minutes

G10. For science, by the year 2015, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). 1a

G038372

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	59.0

Resources Available to Support the Goal 2

- Houghton Mifflin Harcourt Florida Science Fusion online National Geographic's Florida Science book National Geographic Florida Science Inquiry and Writing Book

Targeted Barriers to Achieving the Goal 3

- Technology/network usage and support
- Familiarity with the depth and complexity of the curriculum
- Time management

Plan to Monitor Progress Toward G10. 8

Walkthroughs looking for science essential questions posted in classrooms, scales and rubrics used on classwork and assessments to progress monitor student work.

Person Responsible

Aleischa Coover

Schedule

Evidence of Completion

Teachers will have their learning goal posted, students will be provided with effective feedback through the use of a scale or rubric on classwork and assessments

G11. For reading, by the year 2015, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. 1a

G038373

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- One intervention teacher, an academic coach, common planning time for grade level teachers, Journeys - reading series that correlates to the Common Core strategies, Comprehension Toolkit, DRA

Targeted Barriers to Achieving the Goal 3

- 1. Technology/network usage and support. 2. Familiarity with the depth and complexity of the new standards. 3. Resource of time.

Plan to Monitor Progress Toward G11. 8

Reading Intervention

Person Responsible

Aleischa Coover

Schedule

Evidence of Completion

Team meeting minutes, classroom walkthroughs, student data

G12. For reading, by the year 2015, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile. 1a

G038374

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Two intervention teachers, an academic coach, a new reading series with cohesive intervention materials

Targeted Barriers to Achieving the Goal 3

- 1. Technology/network usage and support. 2. Familiarity with the depth and complexity of the new standards. 3. The resource of time.

Plan to Monitor Progress Toward G12. 8

Reading Camps

Person Responsible

Aleischa Coover

Schedule

Evidence of Completion

observation data, student data

Action Plan for Improvement


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

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key


G1. For mathematics, by the year 2015, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3 & 4). **1**

 G038363

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

 B092057

G1.B1.S1 Review student progress monitoring data to ensure groups are redesigned to target student need. **4**

 S102982

Strategy Rationale

Action Step 1 **5**

Monthly data chats to review student progress in content instruction and plan for differentiated instruction

Person Responsible

Pattie Forcier

Schedule

Evidence of Completion

Collection of benchmark data, progress monitoring data, STAR data, instructional groupings, etc.

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

Quarterly analysis meetings to review school level progress monitoring.

Person Responsible

Cher Gardner

Schedule

Evidence of Completion

School level data binder

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

Goal setting at the school level

Person Responsible

Steve Black

Schedule

Evidence of Completion

Use of collected data at school level to set and evaluate goals

G1.B1.S2 Lessons and plans will be reviewed during six week targeted classroom learning walks and classroom walkthroughs 4

 S102983

Strategy Rationale

Action Step 1 5

Walk Through completed weekly

Person Responsible

Pattie Forcier

Schedule

Evidence of Completion

feedback provided to teachers regarding lesson planning and delivery

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Leadership will complete walkthroughs using pride rubric for evaluation

Person Responsible

Cher Gardner

Schedule

Evidence of Completion

collection of data on pride rubric regarding lesson planning and delivery

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Walk throughs completed at principal level

Person Responsible


Steve Black

Schedule

Evidence of Completion

Principal collection and evaluation of teacher instruction and planning using Pride Rubric

G1.B1.S3 Content Team is aware of pacing guides and monitors implementation through PLC meetings and classroom walkthroughs 4

 S102984

Strategy Rationale

Action Step 1 5

Content team meetings with PLC

Person Responsible

Pattie Forcier

Schedule

Evidence of Completion

Minutes of Meeting

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Review of minutes and return with comments

Person Responsible

Pattie Forcier

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Person Responsible

Schedule

Evidence of Completion

G3. By the year 2015, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile. 1

G038365

G3.B3 Time management/Reduction in staff 2

B127420

G3.B3.S2 Train teachers to implement effective intervention strategies. 4

S139623

Strategy Rationale

Action Step 1 5

ESE Liaison and Reading Intervention Teacher will work with classroom teachers to provide effective lessons for intervention.

Person Responsible

Caitlin Johnson

Schedule

Evidence of Completion

School-Wide Support Team meeting notes

Plan to Monitor Fidelity of Implementation of G3.B3.S2 6

Grade level team meetings to review progress monitoring data and small groups and to plan instruction.

Person Responsible

Alison Brannack

Schedule

Evidence of Completion

Team meeting notes

Plan to Monitor Fidelity of Implementation of G3.B3.S2 6

Grade level team meetings to review progress monitoring data and small groups and to plan instruction.

Person Responsible

Pattie Forcier

Schedule

Evidence of Completion

Team meeting notes

Plan to Monitor Effectiveness of Implementation of G3.B3.S2 7

Lessons and plans will be monitored during classroom walkthroughs.

Person Responsible

Aleischa Coover

Schedule

Evidence of Completion

Classroom walkthrough documentation

Plan to Monitor Effectiveness of Implementation of G3.B3.S2 7

Lessons and plans will be monitored during classroom walkthroughs.

Person Responsible

Steve Black

Schedule

Evidence of Completion

Classroom walkthrough documentation

G8. For writing, by the year 2015, there will be a minimum of a four percentage point increase when less than 75% are currently demonstrating 4.0 or higher on the writing essay. 1

G038370

G8.B1 Familiarity with the depth and complexity of the curriculum. 2

B092063

G8.B1.S1 Use of Writer's Workshop 4

S102985

Strategy Rationale

Action Step 1 5

Leadership Team is aware of models and monitors implementation through targeted classroom learning walks and classroom walkthroughs

Person Responsible

Aleischa Coover

Schedule

Monthly, from 10/7/2014 to 5/29/2015

Evidence of Completion

Documented classroom learning walks and classroom walkthroughs

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

Documented observations and feedback with coaching from the instructional coaches as needed

Person Responsible

Aleischa Coover

Schedule

Monthly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Ongoing observation forms Instructional Coaching logs

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

Monitor Instruction

Person Responsible

Aleischa Coover

Schedule


Evidence of Completion

observation data

G8.B2 Time management 2

 B092064

G8.B2.S1 Monthly writing prompts 4

 S102986

Strategy Rationale

Action Step 1 5

Evaluation of progress with monthly writing prompts. Collaboration with writing PLC, Curriculum Coordinator, Principal, Assistant Principals

Person Responsible

Schedule

Evidence of Completion

Writing prompts data

Plan to Monitor Fidelity of Implementation of G8.B2.S1 6

Person Responsible

Schedule

Evidence of Completion


Plan to Monitor Effectiveness of Implementation of G8.B2.S1 7

Person Responsible

Schedule

Evidence of Completion


G10. For science, by the year 2015, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). 1

 G038372

G10.B1 Technology/network usage and support 2

 B092066

G10.B1.S1 Utilize core, Learn, and benchmark assessments to monitor students in the core curriculum who need intervention and/or enrichment. 4

 S102988

Strategy Rationale

Action Step 1 5

Review student progress monitoring data to ensure groups are redesigned to target student need.

Person Responsible

Alison Brannack

Schedule

Evidence of Completion

Effectiveness will be determined through benchmark assessments & core standardized assessments.

Plan to Monitor Fidelity of Implementation of G10.B1.S1 6

Administration will perform walkthroughs and facilitate data chats to ensure that core instructional goals are being met.

Person Responsible

Aleischa Coover

Schedule

Evidence of Completion

Lesson plans will be submitted, student work will show higher order academic vocabulary in science.

Plan to Monitor Effectiveness of Implementation of G10.B1.S1 7

Administration and the instructional coach will provide support to ensure that interactive science journals and science inquiry and writing books are being used.

Person Responsible


Aleischa Coover

Schedule

Evidence of Completion


Evidence will be shared during team meetings and vertical planning time.

G10.B2 Familiarity with the depth and complexity of the curriculum **2**

 B092067

G10.B2.S1 Evidence of workshop model, including essential question and use of gradual release model.

4

 S102989

Strategy Rationale

Action Step 1 **5**

Lesson Plans will be reviewed during six week targeted classroom learning walks and classroom walkthroughs

Person Responsible

Aleischa Coover

Schedule

Evidence of Completion

Documented classroom learning walks and classroom walkthroughs

Action Step 2 **5**

Essential Questions in the Classroom

Person Responsible

Alison Brannack

Schedule

Evidence of Completion

Instructional staff will use essential questions in their classroom to guide their instruction

Plan to Monitor Fidelity of Implementation of G10.B2.S1 6

Professional Learning Communities and Vertical Planning will be implemented to monitor fidelity of the gradual release model in classrooms.

Person Responsible

Aleischa Coover

Schedule

Evidence of Completion

Lesson plans, team minutes and walkthroughs

Plan to Monitor Effectiveness of Implementation of G10.B2.S1 7

Instructional staff will meet with the Instructional Coach and their teams to plan lessons.

Person Responsible


Alison Brannack

Schedule


Evidence of Completion

Lesson plans will reflect essential questions, workshop model and gradual model in place. Model classrooms will be set up to assist new teachers.

G10.B3 Time management 2

 B092068

G10.B3.S1 Utilize the Pacing Guides 4

 S102990

Strategy Rationale

Action Step 1 5

Leadership Team is aware of pacing guides and monitors implementation through targeted classroom learning walks and classroom walkthroughs

Person Responsible

Schedule

Evidence of Completion

Focused classroom learning walks and classroom walkthroughs

Plan to Monitor Fidelity of Implementation of G10.B3.S1 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G10.B3.S1 7

Person Responsible

Schedule

Evidence of Completion

G12. For reading, by the year 2015, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile. 1

G038374

G12.B1 1. Technology/network usage and support. 2. Familiarity with the depth and complexity of the new standards. 3. The resource of time. 2

B092070

G12.B1.S1 1. Relevant PD using the technology we currently have. Example includes: use of mimeo board for engagement and focus 2. Relevant and authentic professional development for strategies with students in the lowest quartile. 3. Regularly monitor the students in the fourth quartile for progress. 4. Have the intervention teachers and the coach meet frequently with teams of teachers to best analyze and monitor students in the lowest quartile. 4

S102992

Strategy Rationale

Action Step 1 5

Mimeo used for student engagement and focus

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G12.B1.S1 6

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

Person Responsible

Alison Brannack

Schedule

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G12.B1.S1 7

Person Responsible

Schedule

Evidence of Completion

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Monthly data chats to review student progress in content instruction and plan for differentiated instruction	Forcier, Pattie	Collection of benchmark data, progress monitoring data, STAR data, instructional groupings, etc.	monthly	
G1.B1.S3.A1	Content team meetings with PLC	Forcier, Pattie	Minutes of Meeting	weekly	
G8.B1.S1.A1	Leadership Team is aware of models and monitors implementation through targeted classroom learning walks and classroom walkthroughs	Coover, Aleischa	10/7/2014	Documented classroom learning walks and classroom walkthroughs	5/29/2015 monthly
G8.B2.S1.A1	Evaluation of progress with monthly writing prompts. Collaboration with writing PLC, Curriculum Coordinator, Principal, Assistant Principals		Writing prompts data	one-time	
G10.B1.S1.A1	Review student progress monitoring data to ensure groups are redesigned to target student need.	Brannack, Alison	Effectiveness will be determined through benchmark assessments & core standardized assessments.	monthly	
G10.B2.S1.A1	Lesson Plans will be reviewed during six week targeted classroom learning walks and classroom walkthroughs	Coover, Aleischa	Documented classroom learning walks and classroom walkthroughs	every-6-weeks	
G10.B3.S1.A1	Leadership Team is aware of pacing guides and monitors implementation through targeted classroom learning walks and classroom walkthroughs		Focused classroom learning walks and classroom walkthroughs	once	
G12.B1.S1.A1	Mimeo used for student engagement and focus			one-time	
G1.B1.S2.A1	Walk Through completed weekly	Forcier, Pattie	feedback provided to teachers	weekly	

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			regarding lesson planning and delivery		
G3.B3.S2.A1	ESE Liaison and Reading Intervention Teacher will work with classroom teachers to provide effective lessons for intervention.	Johnson, Caitlin	School-Wide Support Team meeting notes	monthly	
G10.B2.S1.A2	Essential Questions in the Classroom	Brannack, Alison	Instructional staff will use essential questions in their classroom to guide their instruction	one-time	
G1.MA1	Teacher use of resources and the use of student data to plan for effective instruction		Formative and summative assessment data and ongoing observation data	one-time	
G1.B1.S1.MA1	Goal setting at the school level	Black, Steve	Use of collected data at school level to set and evaluate goals	one-time	
G1.B1.S1.MA1	Quarterly analysis meetings to review school level progress monitoring.	Gardner, Cher	School level data binder	quarterly	
G1.B1.S2.MA1	Walk throughs completed at principal level	Black, Steve	Principal collection and evaluation of teacher instruction and planning using Pride Rubric	monthly	
G1.B1.S2.MA1	Leadership will complete walkthroughs using pride rubric for evaluation	Gardner, Cher	collection of data on pride rubric regarding lesson planning and delivery	monthly	
G1.B1.S3.MA1	[no content entered]			one-time	
G1.B1.S3.MA1	Review of minutes and return with comments	Forcier, Pattie		one-time	
G2.MA1	[no content entered]			once	
G3.MA1	Review of progress monitoring data with School-Wide Support Team.	Coover, Aleischa	School-Wide Support Team meeting notes	one-time	
G3.MA2	Review of progress monitoring data with School-Wide Support Team.	Black, Steve	School-Wide Support Team meeting notes	one-time	
G3.B3.S2.MA1	Lessons and plans will be monitored during classroom walkthroughs.	Coover, Aleischa	Classroom walktrough documentation	monthly	
G3.B3.S2.MA4	Lessons and plans will be monitored during classroom walkthroughs.	Black, Steve	Classroom walktrough documentation	monthly	

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B3.S2.MA1	Grade level team meetings to review progress monitoring data and small groups and to plan instruction.	Brannack, Alison	Team meeting notes	weekly	
G3.B3.S2.MA3	Grade level team meetings to review progress monitoring data and small groups and to plan instruction.	Forcier, Pattie	Team meeting notes	weekly	
G4.MA1	Algebra benchmark testing, midterm exams	Forcier, Pattie	10/20/2014	Data from assessments	4/17/2015 quarterly
G5.MA1	Geometry benchmark assessments, midterms	Gardner, Cher	10/20/2014	data from assessments	4/17/2015 quarterly
G6.MA1	benchmark assessments, midterm	Forcier, Pattie	10/20/2014	data from assessments	4/17/2015 quarterly
G7.MA1	suspension data, number of referrals per student, parent contact	Gardner, Cher	8/18/2014	data results	5/29/2015 quarterly
G8.MA1	Writing prompts	Brannack, Alison	Evaluation of progress with monthly writing prompts. Collaboration with writing PLC, Curriculum Coordinator, Principal, Assistant Principals.	quarterly	
G8.B1.S1.MA1	Monitor Instruction	Coover, Aleischa	observation data	monthly	
G8.B1.S1.MA1	Documented observations and feedback with coaching from the instructional coaches as needed	Coover, Aleischa	10/1/2014	Ongoing observation forms Instructional Coaching logs	5/29/2015 monthly
G8.B2.S1.MA1	[no content entered]			once	
G8.B2.S1.MA1	[no content entered]			one-time	
G9.MA1	Data Chats	Forcier, Pattie	STAR and FAIR data, team meeting minutes	quarterly	
G10.MA1	Walkthroughs looking for science essential questions posted in classrooms, scales and rubrics used on classwork and assessments to progress monitor student work.	Coover, Aleischa	Teachers will have their learning goal posted, students will be provided with effective feedback through the use of a scale or rubric on classwork and assessments	quarterly	
G10.B1.S1.MA1	Administration and the instructional coach will provide support to ensure that interactive science journals and science inquiry and writing books are being used.	Coover, Aleischa	Evidence will be shared during team meetings and vertical planning time.	quarterly	
G10.B1.S1.MA1	Administration will perform walkthroughs and facilitate data chats to ensure that core instructional goals are being met.	Coover, Aleischa	Lesson plans will be submitted, student work will show	one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			higher order academic vocabulary in science.		
G10.B2.S1.MA1	Instructional staff will meet with the Instructional Coach and their teams to plan lessons.	Brannack, Alison	Lesson plans will reflect essential questions, workshop model and gradual model in place. Model classrooms will be set up to assist new teachers.	monthly	
G10.B2.S1.MA1	Professional Learning Communities and Vertical Planning will be implemented to monitor fidelity of the gradual release model in classrooms.	Coover, Aleischa	Lesson plans, team minutes and walkthroughs	quarterly	
G10.B3.S1.MA1	[no content entered]			once	
G10.B3.S1.MA1	[no content entered]			once	
G11.MA1	Reading Intervention	Coover, Aleischa	Team meeting minutes, classroom walkthroughs, student data	weekly	
G12.MA1	Reading Camps	Coover, Aleischa	observation data, student data	semiannually	
G12.B1.S1.MA1	[no content entered]			one-time	
G12.B1.S1.MA1	Instructional Coach will meet with teachers to follow up on mimeo training and provide feedback on how the technology is being used.	Brannack, Alison	Instructional staff will plan with Instructional coach to create mimeo lessons that communicate learning goals to the students effectively.	quarterly	

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. For mathematics, by the year 2015, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3 & 4).

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

G1.B1.S1 Review student progress monitoring data to ensure groups are redesigned to target student need.

PD Opportunity 1

Monthly data chats to review student progress in content instruction and plan for differentiated instruction

Facilitator

Lynn Yurschak and Pattie Forcier

Participants

Setting up a data binder/notebook pd, How to navigate Renaissance Learn to interpret your STAR Math data and form instructional groups.

Schedule

G8. For writing, by the year 2015, there will be a minimum of a four percentage point increase when less than 75% are currently demonstrating 4.0 or higher on the writing essay.

G8.B1 Familiarity with the depth and complexity of the curriculum.

G8.B1.S1 Use of Writer's Workshop

PD Opportunity 1

Leadership Team is aware of models and monitors implementation through targeted classroom learning walks and classroom walkthroughs

Facilitator

Lynn Yurschak/ Pattie Forcier Writing Across all Subjects PD

Participants

Instructional Staff

Schedule

Monthly, from 10/7/2014 to 5/29/2015

G10. For science, by the year 2015, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3,4,5).

G10.B1 Technology/network usage and support

G10.B1.S1 Utilize core, Learn, and benchmark assessments to monitor students in the core curriculum who need intervention and/or enrichment.

PD Opportunity 1

Review student progress monitoring data to ensure groups are redesigned to target student need.

Facilitator

Lynn Yurschak

Participants

Instructional Staff Using academic vocabulary in science

Schedule

G10.B2 Familiarity with the depth and complexity of the curriculum

G10.B2.S1 Evidence of workshop model, including essential question and use of gradual release model.

PD Opportunity 1

Lesson Plans will be reviewed during six week targeted classroom learning walks and classroom walkthroughs

Facilitator

Lynn Yurschak

Participants

Instructional Staff will have a training on how to use CPALMS to find lesson plans and implement them in their classroom.

Schedule

PD Opportunity 2

Essential Questions in the Classroom

Facilitator

Lynn Yurschak, Pattie Forcier Essential Questions

Participants

Instructional Staff

Schedule

G12. For reading, by the year 2015, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile.

G12.B1 1. Technology/network usage and support. 2. Familiarity with the depth and complexity of the new standards. 3. The resource of time.

G12.B1.S1 1. Relevant PD using the technology we currently have. Example includes: use of mimeo board for engagement and focus 2. Relevant and authentic professional development for strategies with students in the lowest quartile. 3. Regularly monitor the students in the fourth quartile for progress. 4. Have the intervention teachers and the coach meet frequently with teams of teachers to best analyze and monitor students in the lowest quartile.

PD Opportunity 1

Mimeo used for student engagement and focus

Facilitator

Lynn Yurschak

Participants

Instructional Staff - Mimeo training

Schedule

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0