

Colonial Elementary School



2014-15 School Improvement Plan

Colonial Elementary School

3800 SCHOOLHOUSE RD E, Fort Myers, FL 33916

<http://cnl.leeschools.net/>

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
95%

Alternative/ESE Center
No

Charter School
No

Minority
89%

School Grades History

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

School Board Approval

This plan is pending approval by the Lee 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	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	32
Appendix 2: Professional Development and Technical Assistance Outlines	33
Professional Development Opportunities	34
Technical Assistance Items	38
Appendix 3: Budget to Support Goals	39

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
Priority	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Colonial Elementary will provide a safe learning environment where students grow socially and academically to become life-long learners and productive members of society.

Provide the school's vision statement

Colonial Elementary will be a community of students, parents, and staff dedicated to the development of every student's desire to learn and achieve. Collectively, we will provide a safe, supportive environment that fosters curiosity, confidence, and a life-long passion for learning.

School Environment

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

We strive to learn about the culture of our students and build positive relationships between teachers and students:

- Parent, teacher, student surveys about PBS system
- Kagan activities to get to know students
- Love and Logic program used in classrooms to provide choices and encourage positive relationships
- Students involved in developing classroom reward and recognition menus
- Thinking Maps used for "getting to know you activities" at beginning of the year
- Teachers meet and greet students at the door in the morning
- Staff strategically placed around campus to greet students in the morning
- Teachers encouraged to make positive phone calls and sit with class at lunch during the beginning of the year
- ESOL paraprofessionals on staff to support students (Spanish and Creole)

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

We strive to create a safe and respectful environment:

- Improved security of dismissal procedures
- Teachers meet and greet students at doors in the morning
- Staff strategically placed around campus to greet students in the morning
- Full-time security specialist and behavior specialist
- Updated safety procedures during drills (fire, tornado, bomb, code red)
- Guidance counselor teaching character education lessons and mentoring students
- PBS Coach in classrooms to mentor students and support teachers
- Buddy classrooms allow students to build relationships with another teacher on campus
- Anti-bullying recognition program
- Before and After School programs available

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

School-wide Positive Behavior Support System:

- School-wide expectations of Stay Safe, Own your Actions, Actively Learn, and Respect Everyone (SOAR)
- Classroom Behavior Reports provide documentation of progression of behavioral supports and interventions
- School-wide assembly to kick-off PBS expectations
- Consistent grade-level expectations encourage a team approach
- Pre-school staff professional development on PBS systems
- Online documentation of behavioral incidents in Castle
- School-wide expectations posted throughout school and in common areas
- Classroom reward and recognition menus posted
- School-wide social skills instruction embedded in daily schedule
- PBS team meets monthly
- School-wide reward and recognition system for positive behavior
- Class Dojo website used in classrooms and cafeteria to recognize positive behavior
- Character education lessons

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

We strive to meet the social-emotional needs of all students:

- Blessings in a Backpack program and Harry Chapin Food Bank to provide food to students for outside the school day
- Big Rig program providing books to students
- Character education lessons
- Monthly recognition of students displaying character education traits
- Student of the Week recognition program
- Through Guidance students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others and be able to apply learned skills in school and the community. Services will include, but not limit to large group guidance, small group, individual counseling, mentoring and teacher-led classroom lessons to ensure student needs are being met.

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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/181268>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

Our Parent Involvement Specialist maintains partnerships with local businesses in the community by meeting them face-to-face and communicating through phone and email. These businesses provide weekly and annual donations for student recognition and family involvement events. The Student Advisory Committee meets four times a year and consists of members of the local community. Teachers attend grant-writing workshops offered by the Foundation for Lee County Schools and write grants to supplement materials for instructional materials.

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
Scoville, Catherine	Principal
Buckley, Linda	Assistant Principal
Peters, John	Assistant Principal
Maloney, Emily	Instructional Coach
Ball, Sally	Instructional Coach
Speiser, Justin	Instructional Coach
Branham, Penny	Instructional Coach
Gregory, Tracy	Other
Harrington, Barbara	Instructional Coach
Donnelly, Susan	Instructional Coach
Gregory, Eric	Instructional Technology

Duties

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

The roles of each member are as follows:

Classroom Teacher

- Keep ongoing progress monitoring notes in a MTSS folder (FAIR, curriculum assessments, STAR or FCAT scores, work samples, anecdotes) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
- Attend MTSS Team meetings to collaborate on & monitor students who are struggling
- Implement interventions designed by MTSS Team for students receiving supplemental and intensive supports.

• Deliver instructional interventions with fidelity

Reading or Math Coach/Specialist

- Attend MTSS Team meetings
- Train teachers in interventions, progress monitoring, differentiated instruction
- Implement supplemental and intensive interventions
- Keep progress monitoring notes & anecdotes of interventions implemented
- Administer screenings
- Collect school-wide data for team to use in determining at-risk students

Speech-Language Pathologist

- Attend MTSS Team meetings for students receiving supplemental and intensive supports.
- Completes Communication Skills screening for students unsuccessful with Tier 2 interventions
- Assist with supplemental and intensive interventions through collaboration, training, and/or direct student contact
- Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions

Principal/Assistant Principal

- Facilitate implementation of the MTSS problem-solving process in your building
- Provide or coordinate valuable and continuous professional development
- Assign paraprofessionals to support MTSS implementation when possible
- Attend MTSS Team meetings to be active in the MTSS change process
- Conduct classroom Walk-Throughs to monitor fidelity

Guidance Counselor/Curriculum Specialist

- Often MTSS Team facilitators
- Schedule and attend MTSS Team meetings
- Maintain log of all students involved in the MTSS process
- Send parent invites
- Complete necessary MTSS forms
- Conduct social-developmental history interviews when requested

School Psychologist

- Attend MTSS Team meetings on some students receiving supplemental supports & on all students receiving intensive supports
- Monitor data collection process for fidelity
- Review & interpret progress monitoring data
- Collaborate with MTSS Team on effective instruction & specific interventions
- Incorporate MTSS data when guiding a possible ESE referral & when making eligibility decisions

ESE Teacher/Staffing Specialist

- Consult with MTSS Team regarding intensive interventions
- Incorporate MTSS data when making eligibility decisions

Specialist (Behavior, OT, PT, ASD)

- Consult with MTSS Team
- Provide staff trainings

Social Worker

- Attend MTSS Team meetings when requested
- Conduct social-developmental history interviews and share with MTSS Team

ESOL/ELL Representative

- Attend all MTSS Team meetings for identified ELL students, advising and completing LEP paperwork
- Conduct language screenings and assessments
- Provide ELL interventions at all tiers

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 MTSS Problem-Solving team at Colonial Elementary meets on a weekly, monthly, as needed basis to analyze school and/or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five-step problem solving process as outlined in the district's MTSS Manual.

Title I, Part A

Title I, Title II and other programs coordinate through the SIP process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. All school improvement plans are reviewed at the district level for appropriate use of funds and effective use of resources. This district level review prevents duplication of services and facilitates coordination between schools and departments. This collaboration ensures that all programs support schools.

Title I, Part C- Migrant

Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students. Services include after school tutorials in reading and math; health services; and literacy workshops for parents as a result of the coordination of these funds. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title I, Part D

The facilities and schools coordinate with health services (mental and physical) and other social services to meet the need of students returning back to their assigned educational facility. The district Health Services, Student Services, Title I, Title III and ESE departments are all a part of the collaborative effort. For example: social workers from student services has the process and procedures in place to assist students and their families with social services for food stamps and other health services; the ESE Department has established a memorandum of understanding for assistance with housing and counseling services through Ruth Cooper and the Lutheran Service; vocational instructors establish partnership with businesses so students will have an opportunity to continue to develop their vocational skill.

Title II, Part A

Title I coordinates with other programs funded under NCLB through the SIP (School Improvement Plan) process. Within this plan, schools complete a Professional Development Plan in collaboration with Title II. The PDP is concentrated in reading, math, science and writing to meet the needs of the targeted subgroups not making annual AMO targets. The PDP includes teachers, paraprofessionals, and administrators. As part of the School Advisory Council, parents are included in this planning process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. This collaboration ensures that all programs funded under NCLB use funds to support schools, not supplant district obligations. All school improvement plans are reviewed at the district level for appropriate use of funds and effectiveness. This district level review prevents duplication of services and facilitates coordination between agencies. Each school's SIP is reviewed by all stakeholders and submitted to the Board for approval. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title III

Title I, Part A coordinates with Title III to expand academic enrichment opportunities for ELLs. These services include after school tutorials, professional development, supplemental scientifically research based resources and materials. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title X- Homeless

Title X coordinates with Title I, Part A, to provide comparable services to homeless children who are not attending Title I schools. By providing ongoing collaboration between Title X and Title I, Part A, program staff, the same services for homeless students in Non-Title I schools are provided to homeless students in Title I schools. In addition to serving homeless students not enrolled in Title I schools, set-aside funds are used to provide services to homeless students who are attending Title I schools. Homeless students who attend Title I school-wide or targeted assistance schools may have unique challenges that are not addressed by the regular Title I program at these schools. These challenges may create barriers to full participation in Title I programs and defeat the overarching program goal of helping all students meet challenging state standards. For instance, students residing in shelters, motels, or other overcrowded conditions may not have a quiet place to study at the end of

the day and may require extended after-school library time; tutoring and/or accessibility to tutoring as needed, school supplies, expedited evaluations, extended days/ learning opportunities, Saturday schools, summer academic camps, coordination of services with shelters or other homeless service providers, or, a student who is dealing with the stress and anxiety associated with homelessness may not be able to focus on his or her studies and may benefit from school counseling services. Through Title I, Part A, or Title I, Part A, in conjunction with Title X, McKinney-Vento funding homeless students can take part in services that enable them to benefit more from a school's Title I program.

Supplemental Academic Instruction (SAI)

SAI is used to provide unique learning programs at schools. SAI funds are also used to fund summer school programs throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Violence Prevention Programs

The Youth Coalitions within Lee County provide opportunities for partnerships between the District and other social services. These social services assist all at-risk students through after-school programs that include academic, social, and health services. Anticipated outcomes include a safe environment for children and increased academic achievement. Bullying prevention programs are offered throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Nutrition Programs

Food and Nutrition Services offers healthy meals to all students. This includes ensuring that families are offered free and reduced lunch applications throughout the year. All students receive free breakfast at all school locations. Many Title I schools have also developed "Backpack Programs" in which nutritious food is sent home in a backpack each weekend to struggling families to ensure that children and families have food throughout the week. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Housing Programs

Head Start

Blended Head Start/Title 1/VPK/Migrant early childhood classrooms will be located on the school's campus. High risk students will attend a year long, high quality early childhood program that serves four year old children. The goal of the program is to prepare children for kindergarten by meeting the federal Head Start Framework for School Readiness and State Standards for Four Year Olds that are aligned with the Common Core Standards. The expected outcome is that enrolled children who complete the program will be deemed ready for kindergarten on the Florida Kindergarten Readiness Screening (FLKRS).

Adult Education

Adult Education partners with several Title I schools to offer ESOL classes for parents to learn English. Adult Education partners with Title I, Part A to offer paraprofessional classes to prepare paraprofessionals to take the qualifying test, ParaPro. Adult Education instructors review reading, math and writing skills, as well as test administration. Title I paraprofessionals benefit by becoming highly qualified as defined by NCLB. The benefit of these classes is to help the monolingual parents learn English so that they can become more self-sufficient. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Career and Technical Education

The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.

Job Training

The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.

Other

Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Katie Scoville	Principal
Jesus Diaz	Parent
Noemi Vargas	Parent
Magdalena Gutierrez	Parent
Silvia Ruiz	Parent
Elizabeth Southwick	Parent
Felicia Duce	Parent
Edy Cordova	Parent
Susan Donnelly	Teacher
Emily Maloney	Teacher
Amy Bilardo	Education Support Employee
Shelby Vick	Education Support Employee
Josh Scoville	Business/Community
Nate Sallee	Business/Community

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The School Advisory Council will meet on September 16, 2014 to evaluate last year's school improvement plan and progress that was made toward goals.

Development of this school improvement plan

The School Advisory Council will meet on September 16, 2014 to discuss the school's goals and targets and approve them or recommend changes.

Preparation of the school's annual budget and plan

The School Advisory Council gives input at the end of each year regarding the upcoming year's annual budget and plan.

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

\$3923.26 on school playground

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
Ball, Sally	Instructional Coach
Maloney, Emily	Instructional Coach
Harrington, Barbara	Instructional Coach
Donnelly, Susan	Instructional Coach
Radelat, Lindsay	Teacher, K-12
Martin, Nicole	Teacher, K-12
Bonham, Carolyn	Teacher, K-12
Noel, Marie	Teacher, K-12
Wilson, Bobbie	Teacher, K-12
Hewitt, Lynn	Teacher, PreK
McDonald, Nora	Teacher, K-12
Davis, Sherry	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Supporting teachers with the new reading curriculum, implementing science and social studies into the literacy block, and becoming a professional learning community.

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

Our grade levels have common planning time daily for 50 minutes. Grade levels produce common lesson plans with common formative assessments. The Buddy Class system allows grade level PLCs to meet weekly and share data and discuss best practices. PLC meetings have documentation of data discussed and plans for intervention and extension. Teachers work across grade levels with buddy teacher to plan social skills lessons for their students. All teachers are part of a Goal Team that meets on a monthly basis (Literacy Leadership, Math, Science, PBS, and Sunshine).

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

At Colonial Elementary we provide site-based mentoring and/or professional development offered to new teachers through the district APPLES program. Administrators attend district Job Fair to recruit new teachers who were invited based on qualification. Leadership roles/responsibilities are assigned to encourage professional growth and retain highly qualified teachers. We are developing a teacher recognition program for celebrating success. TIF teachers work to increase the number of highly

qualified teachers using the district's Teacher Evaluation System. Sunshine Committee plans social events to increase teacher morale and build positive relationships between staff members.

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

At Colonial Elementary each mentee has a mentor teacher who observes the mentee's instruction and provides feedback. Lesson planning is done with the grade level. Student progress is discussed and analyzed with mentor and with a data team. Mentees have the opportunity and are encouraged to co-teach and/or observe a mentor teaching a lesson. TIF teacher leaders are also utilized to support teachers by co-teaching with them and modeling lessons. Reading, Math, and Science coaches utilize the coaching continuum to meet the differentiated needs of both new and veteran teachers. We are developing a peer-to-peer coaching model with all teachers supporting each other.

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

The district adopts curriculum programs that are aligned to the FL Standards and then creates academic plans to identify the scope and sequences for each subject and grade level.

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

All teachers use formative assessments to guide their instruction and differentiate their lessons according to the needs of their students. Each grade level has a 40-minute intervention period daily where students are grouped according to their specific academic needs and proficiency of grade-level standards.

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: 4,500

The school day is extended by 25 minutes per day for the purpose of increased literacy instruction.

Strategy Rationale

Student mastery of literacy standards will increase due to additional instruction.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Scoville, Catherine, catherinehsc@leeschools.net

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

District and state assessment data

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

- Orientation meetings will be held prior to the start of the school year for kindergarten students and their families to familiarize them with the school and expectations for the coming year.
- All students are assessed prior to or upon entering within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction.

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

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

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

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

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.** Students will be engaged in data-driven standards-based instruction.
- G2.** Foster a positive learning environment by implementing a school-wide positive behavior support system.

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. Students will be engaged in data-driven standards-based instruction. 1a

G052077

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	68.0
FSA - English Language Arts - Proficiency Rate	46.0
ELA/Reading Gains	65.0
FSA - Mathematics - Proficiency Rate	34.0
Math Gains	57.0
Math Lowest 25% Gains	53.0
FCAT 2.0 Science Proficiency	44.0

Resources Available to Support the Goal 2

- Academic Coaches
- Teacher Leaders
- Administrators
- Reading and Math Curriculum Series
- Monthly Professional Development
- Weekly Common Planning Time
- Academic Plans

Targeted Barriers to Achieving the Goal 3

- Lack of understanding about new Florida Standards and new assessments
- Inexperience with productive data conversations
- Instructional strategies allowing students to master the standards are not being used.

Plan to Monitor Progress Toward G1. 8

Classroom Assessment Data

Person Responsible

Justin Speiser

Schedule

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

Evidence of Completion

Student assessment data

G2. Foster a positive learning environment by implementing a school-wide positive behavior support system. 1a

G052078

Targets Supported 1b

Indicator	Annual Target
2+ Behavior Referrals	15.0

Resources Available to Support the Goal 2

- Parent Involvement Specialist
- Social Worker
- Administration
- Front Office Staff
- Communication Envelopes
- Teachers
- ParentLink

Targeted Barriers to Achieving the Goal 3

- Lack of mutual respect and rapport.

Plan to Monitor Progress Toward G2. 8

Pull discipline referral reports to monitor data.

Person Responsible

Susan Donnelly

Schedule

Monthly, from 9/30/2014 to 5/29/2015

Evidence of Completion

Printed reports, data team meeting minutes

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. Students will be engaged in data-driven standards-based instruction. **1**

 G052077

G1.B1 Lack of understanding about new Florida Standards and new assessments **2**

 B131093

G1.B1.S1 Increase knowledge and understanding of the standards and assessments. **4**

 S143089

Strategy Rationale

Instruction will improve with understanding of the standards.

Action Step 1 **5**

Provide teachers with copies of the FL Standards.

Person Responsible

Catherine Scoville

Schedule

On 8/11/2014

Evidence of Completion

Binders created and distributed

Action Step 2 5

Provide professional development on Backward Design Planning for Standards-Based Instruction

Person Responsible

Sally Ball

Schedule

On 8/14/2014

Evidence of Completion

Inservice Sign-In Sheet

Action Step 3 5

Job-embedded professional development for Backward Design for Standards-Based Instruction through PLCs

Person Responsible

Catherine Scoville

Schedule

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

Evidence of Completion

PLC agenda, lesson plans, common assessment data, teacher-created formative assessments

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

In-Service Record Documentation

Person Responsible

Penny Branham

Schedule

Monthly, from 8/4/2014 to 5/29/2015

Evidence of Completion

Professional Development Calendar, In-Service Records, PLC Meeting Agendas

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

Classroom Walk-Throughs

Person Responsible

Catherine Scoville

Schedule

Monthly, from 9/4/2014 to 5/29/2015

Evidence of Completion

Classroom Walk-through data

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

Teacher Lesson Plans

Person Responsible

Linda Buckley

Schedule

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


Evidence of Completion

Documentation of backwards design planning in lesson plans

G1.B3 Inexperience with productive data conversations **2**

 B131095

G1.B3.S1 Teachers, administrators, coaches, and students will actively participate in data conversations. **4**

 S143090

Strategy Rationale

Making data-based decisions will increase students' engagement in standards-based instruction.

Action Step 1 **5**

Provide professional development on data analysis and data folders.

Person Responsible

John Peters

Schedule

On 10/17/2014

Evidence of Completion

Inservice Sign-In Sheets, student data folders

Action Step 2 **5**

Data conversations will occur weekly at PLC meetings, to include data from formative and summative assessments

Person Responsible

Tracy Gregory

Schedule

Weekly, from 9/2/2014 to 6/4/2015

Evidence of Completion

PLC agenda and minutes

Action Step 3 5

Teachers will model data conversations for students to prepare them for Student-led Conferences. Students will participate in data conversations at Student-led Conferences.

Person Responsible

Linda Buckley

Schedule

Weekly, from 10/1/2014 to 10/30/2014

Evidence of Completion

lesson plans, student data folders, sign-in sheets from conference night, student preparedness survey

Action Step 4 5

Data Team will participate in monthly data conversations.

Person Responsible

Catherine Scoville

Schedule

Monthly, from 8/22/2014 to 6/5/2015

Evidence of Completion

School calendar, Data Team agendas and minutes

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Collect and analyze documentation of data conversations

Person Responsible

John Peters

Schedule

On 6/4/2015

Evidence of Completion

agendas of PLCs, lesson plans, Data Team agendas and minutes, surveys

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Leadership team members will attend grade level PLC meetings to be a part of the data conversations and report back to the Leadership Team.

Person Responsible

John Peters


Schedule

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


Evidence of Completion

PLC Agendas and Minutes, A+ Data Team Minutes

G1.B4 Instructional strategies allowing students to master the standards are not being used. 2

 B131096

G1.B4.S1 Increase the use of best practices to engage students in grade-level instruction 4

 S143091

Strategy Rationale

Engaging students and providing scaffolding for critical thinking in grade-level instruction will allow students to master standards.

Action Step 1 5

Provide professional development on the use of Thinking Maps in the classroom.

Person Responsible

Catherine Scoville

Schedule

On 8/6/2014

Evidence of Completion

Inservice sign-in sheets

Action Step 2 5

Teachers will instruct students in the use of one Thinking Map organizer per week.

Person Responsible

Linda Buckley

Schedule

On 10/13/2014

Evidence of Completion

Lesson plans, student work samples, PLC agendas

Action Step 3 5

Create a Professional Development Calendar

Person Responsible

Catherine Scoville

Schedule

On 9/12/2014

Evidence of Completion

Professional Development dates added to School Calendar

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

PLC Agendas will include discussion and evidence of the weekly Thinking Map implementation

Person Responsible

Catherine Scoville

Schedule

Weekly, from 9/9/2014 to 5/29/2015

Evidence of Completion

PLC Agendas/Minutes will be collected weekly

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Professional Development Calendar will be posted on the School Calendar

Person Responsible

Linda Buckley

Schedule

Evidence of Completion

Calendar updated

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Classroom Walk-through Data

Person Responsible

Catherine Scoville

Schedule

Weekly, from 9/4/2014 to 5/29/2015

Evidence of Completion

Administrators will document the use of research-based instructional strategies

G2. Foster a positive learning environment by implementing a school-wide positive behavior support system.

1

G052078

G2.B1 Lack of mutual respect and rapport. 2

B131097

G2.B1.S1 Provide teachers with a student-centered behavior system that allows students to take ownership of their behaviors and offers suggestions to teachers on building rapport with the students. 4

S143092

Strategy Rationale

Teachers and students need to build positive relationships.

Action Step 1 5

Grade-level PLC groups will meet with Pam Bruening, PBS Support Coach, to work on the following:

- 1) Identify what the school-wide expectations look like in each grade level and in common areas throughout the building.
- 2) Create/Edit Reward and Recognition Menus
- 3) Classroom Discipline Procedures, CBR, and Strategic Classroom Structures

Person Responsible

Susan Donnelly

Schedule

Evidence of Completion

Classroom SOAR Expectations list and common area SOAR Expectations list

Action Step 2 5

Professional Development on Integrating Love and Logic Techniques with Positive Behavior Support

Person Responsible

Susan Donnelly

Schedule

Evidence of Completion

Attendance Rosters, Professional Development Agenda

Action Step 3 5

PBS Team will meet monthly to review behavior data, discuss teacher concerns, discuss positives and negatives of the system, and adapt the program as necessary.

Person Responsible

Susan Donnelly

Schedule

Monthly, from 8/21/2014 to 5/11/2015

Evidence of Completion

PBS Team Meeting Minutes

Action Step 4 5

Students will Complete a School Climate Survey.

Person Responsible

Susan Donnelly

Schedule

Semiannually, from 10/1/2014 to 3/2/2015

Evidence of Completion

Survey Data

Action Step 5 5

Teachers will receive Classroom Dojo training so they can use it as a resource for PBS.

Person Responsible

Penny Branham

Schedule

Annually, from 9/5/2014 to 5/11/2015

Evidence of Completion

Agenda, minutes, observation of Classroom Dojo in action during Classroom Walk-throughs

Action Step 6 5

Behavior Intervention Group for Students with multiple referrals

Person Responsible

Susan Donnelly

Schedule

Weekly, from 9/12/2014 to 5/8/2015

Evidence of Completion

Parent Progress Reports

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

PBS meetings scheduled on the school calendar

PBS Lessons posted on SharePoint

Collection of pre-school agenda, powerpoint presentation, school-wide incentive ideas, grade-level classroom behavior systems, PBS team meeting minutes, Classroom and common area SOAR Expectations lists

Person Responsible

Susan Donnelly

Schedule

Monthly, from 8/12/2014 to 5/29/2015

Evidence of Completion

PBS Lessons, pre-school agenda, powerpoint presentation, school-wide incentive ideas, grade-level classroom behavior systems, PBS team meeting minutes, classroom and common area SOAR Expectations lists will be housed in a binder.

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

Discipline data will be reviewed monthly

Person Responsible

Susan Donnelly

Schedule

Monthly, from 9/30/2014 to 5/29/2015

Evidence of Completion

Meeting minutes

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	Provide teachers with copies of the FL Standards.	Scoville, Catherine	8/11/2014	Binders created and distributed	8/11/2014 one-time
G1.B3.S1.A1	Provide professional development on data analysis and data folders.	Peters, John	8/12/2014	Inservice Sign-In Sheets, student data folders	10/17/2014 one-time
G1.B4.S1.A1	Provide professional development on the use of Thinking Maps in the classroom.	Scoville, Catherine	8/5/2014	Inservice sign-in sheets	8/6/2014 one-time
G2.B1.S1.A1	Grade-level PLC groups will meet with Pam Bruening, PBS Support Coach, to work on the following: 1) Identify what the school-wide expectations look like in each grade level and in common areas throughout the building. 2) Create/Edit Reward and Recognition Menus 3) Classroom Discipline Procedures, CBR, and Strategic Classroom Structures	Donnelly, Susan	8/12/2014	Classroom SOAR Expectations list and common area SOAR Expectations list	one-time
G1.B1.S1.A2	Provide professional development on Backward Design Planning for Standards-Based Instruction	Ball, Sally	8/13/2014	Inservice Sign-In Sheet	8/14/2014 one-time
G1.B3.S1.A2	Data conversations will occur weekly at PLC meetings, to include data from formative and summative assessments	Gregory, Tracy	9/2/2014	PLC agenda and minutes	6/4/2015 weekly
G1.B4.S1.A2	Teachers will instruct students in the use of one Thinking Map organizer per week.	Buckley, Linda	8/18/2014	Lesson plans, student work samples, PLC agendas	10/13/2014 one-time
G2.B1.S1.A2	Professional Development on Integrating Love and Logic Techniques with Positive Behavior Support	Donnelly, Susan	8/12/2014	Attendance Rosters, Professional Development Agenda	one-time
G1.B1.S1.A3	Job-embedded professional development for Backward Design for Standards-Based Instruction through PLCs	Scoville, Catherine	8/18/2014	PLC agenda, lesson plans, common assessment data, teacher-created formative assessments	5/29/2015 weekly
G1.B3.S1.A3	Teachers will model data conversations for students to prepare them for Student-led Conferences. Students will participate in data conversations at Student-led Conferences.	Buckley, Linda	10/1/2014	lesson plans, student data folders, sign-in sheets from conference night, student preparedness survey	10/30/2014 weekly
G1.B4.S1.A3	Create a Professional Development Calendar	Scoville, Catherine	9/8/2014	Professional Development dates added to School Calendar	9/12/2014 one-time
G2.B1.S1.A3	PBS Team will meet monthly to review behavior data, discuss teacher concerns, discuss positives and negatives of the system, and adapt the program as necessary.	Donnelly, Susan	8/21/2014	PBS Team Meeting Minutes	5/11/2015 monthly
G1.B3.S1.A4	Data Team will participate in monthly data conversations.	Scoville, Catherine	8/22/2014	School calendar, Data Team agendas and minutes	6/5/2015 monthly
G2.B1.S1.A4	Students will Complete a School Climate Survey.	Donnelly, Susan	10/1/2014	Survey Data	3/2/2015 semiannually
G2.B1.S1.A5	Teachers will receive Classroom Dojo training so they can use it as a resource for PBS.	Branham, Penny	9/5/2014	Agenda, minutes, observation of Classroom Dojo in action during Classroom Walk-throughs	5/11/2015 annually
G2.B1.S1.A6	Behavior Intervention Group for Students with multiple referrals	Donnelly, Susan	9/12/2014	Parent Progress Reports	5/8/2015 weekly
G1.MA1	Classroom Assessment Data	Speiser, Justin	8/18/2014	Student assessment data	5/29/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Classroom Walk-Throughs	Scoville, Catherine	9/4/2014	Classroom Walk-through data	5/29/2015 monthly
G1.B1.S1.MA3	Teacher Lesson Plans	Buckley, Linda	8/18/2014	Documentation of backwards design planning in lesson plans	5/29/2015 weekly
G1.B1.S1.MA1	In-Service Record Documentation	Branham, Penny	8/4/2014	Professional Development Calendar, In-Service Records, PLC Meeting Agendas	5/29/2015 monthly
G1.B3.S1.MA1	Leadership team members will attend grade level PLC meetings to be a part of the data conversations and report back to the Leadership Team.	Peters, John	9/9/2014	PLC Agendas and Minutes, A+ Data Team Minutes	5/29/2015 monthly
G1.B3.S1.MA1	Collect and analyze documentation of data conversations	Peters, John	9/2/2014	agendas of PLCs, lesson plans, Data Team agendas and minutes, surveys	6/4/2015 one-time
G1.B4.S1.MA1	Classroom Walk-through Data	Scoville, Catherine	9/4/2014	Administrators will document the use of research-based instructional strategies	5/29/2015 weekly
G1.B4.S1.MA1	PLC Agendas will include discussion and evidence of the weekly Thinking Map implementation	Scoville, Catherine	9/9/2014	PLC Agendas/Minutes will be collected weekly	5/29/2015 weekly
G1.B4.S1.MA2	Professional Development Calendar will be posted on the School Calendar	Buckley, Linda	9/9/2014	Calendar updated	one-time
G2.MA1	Pull discipline referral reports to monitor data.	Donnelly, Susan	9/30/2014	Printed reports, data team meeting minutes	5/29/2015 monthly
G2.B1.S1.MA1	Discipline data will be reviewed monthly	Donnelly, Susan	9/30/2014	Meeting minutes	5/29/2015 monthly
G2.B1.S1.MA1	PBS meetings scheduled on the school calendar PBS Lessons posted on SharePoint Collection of pre-school agenda, powerpoint presentation, school-wide incentive ideas, grade-level classroom behavior systems, PBS team meeting minutes, Classroom and common area SOAR Expectations lists	Donnelly, Susan	8/12/2014	PBS Lessons, pre-school agenda, powerpoint presentation, school-wide incentive ideas, grade-level classroom behavior systems, PBS team meeting minutes, classroom and common area SOAR Expectations lists will be housed in a binder.	5/29/2015 monthly

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. Students will be engaged in data-driven standards-based instruction.

G1.B1 Lack of understanding about new Florida Standards and new assessments

G1.B1.S1 Increase knowledge and understanding of the standards and assessments.

PD Opportunity 1

Provide professional development on Backward Design Planning for Standards-Based Instruction

Facilitator

Sally Ball, Emily Maloney, Angela Smith, Wendy Faulk-Straley

Participants

K-5 General Education teachers

Schedule

On 8/14/2014

PD Opportunity 2

Job-embedded professional development for Backward Design for Standards-Based Instruction through PLCs

Facilitator

Sue Donnelly, Tracy Gregory, Barb Harrington, Sally Ball, Justin Speiser, Emily Maloney, Penny Branham, Linda Buckley, John Peters, Katie Scoville

Participants

All K-5 General Education teachers

Schedule

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

G1.B3 Inexperience with productive data conversations

G1.B3.S1 Teachers, administrators, coaches, and students will actively participate in data conversations.

PD Opportunity 1

Provide professional development on data analysis and data folders.

Facilitator

Dr. Pam Bruening and instructional coaches

Participants

All teachers

Schedule

On 10/17/2014

PD Opportunity 2

Teachers will model data conversations for students to prepare them for Student-led Conferences. Students will participate in data conversations at Student-led Conferences.

Facilitator

Penny Branham

Participants

All teachers

Schedule

Weekly, from 10/1/2014 to 10/30/2014

G1.B4 Instructional strategies allowing students to master the standards are not being used.

G1.B4.S1 Increase the use of best practices to engage students in grade-level instruction

PD Opportunity 1

Provide professional development on the use of Thinking Maps in the classroom.

Facilitator

Jen Smith and Noel Costallos

Participants

K-5 Instructional Staff

Schedule

On 8/6/2014

G2. Foster a positive learning environment by implementing a school-wide positive behavior support system.

G2.B1 Lack of mutual respect and rapport.

G2.B1.S1 Provide teachers with a student-centered behavior system that allows students to take ownership of their behaviors and offers suggestions to teachers on building rapport with the students.

PD Opportunity 1

Grade-level PLC groups will meet with Pam Bruening, PBS Support Coach, to work on the following:
1) Identify what the school-wide expectations look like in each grade level and in common areas throughout the building. 2) Create/Edit Reward and Recognition Menus 3) Classroom Discipline Procedures, CBR, and Strategic Classroom Structures

Facilitator

Pam Bruening

Participants

Teachers

Schedule

PD Opportunity 2

Professional Development on Integrating Love and Logic Techniques with Positive Behavior Support

Facilitator

Pam Bruening

Participants

Teachers

Schedule

PD Opportunity 3

Teachers will receive Classroom Dojo training so they can use it as a resource for PBS.

Facilitator

Penny Branham, Science Coach

Participants

Teachers

Schedule

Annually, from 9/5/2014 to 5/11/2015

Technical Assistance Items

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

G1. Students will be engaged in data-driven standards-based instruction.

G1.B3 Inexperience with productive data conversations

G1.B3.S1 Teachers, administrators, coaches, and students will actively participate in data conversations.

PD Opportunity 1

Data conversations will occur weekly at PLC meetings, to include data from formative and summative assessments

Facilitator

Randy Vincent, Data Team

Participants

All teachers

Schedule

Weekly, from 9/2/2014 to 6/4/2015

Budget Rollup

Summary	
Description	Total
Goal 2: Foster a positive learning environment by implementing a school-wide positive behavior support system.	1,500
Grand Total	1,500

Goal 2: Foster a positive learning environment by implementing a school-wide positive behavior support system.		
Description	Source	Total
B1.S1.A1	Title II	1,500
Total Goal 2		1,500