

Collier County Public Schools

Highlands Elementary School

8-Step problem solving step zero school improvement strategic goals college and career mission vision public and collaborative teaching family and community involvement planning building relationships increased achievement and effective leadership strategies resources assessment ambitious supportive environment instruction



2015-16 School Improvement Plan

Highlands Elementary School

1101 LAKE TRAFFORD RD, Immokalee, FL 34142

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	96%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	98%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	F*	F	D	C

*Preliminary Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Collier County School Board on 11/10/2015.

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	21
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	23
Appendix 1: Implementation Timeline	30
Appendix 2: Professional Development and Technical Assistance Outlines	31
Professional Development Opportunities	32
Technical Assistance Items	35
Appendix 3: Budget to Support Goals	0

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Priority	5	Gayle Sitter
Former F	Turnaround Status	
No		

Collier - 0181 - Highlands Elementary School - 2015-16 SIP
Highlands Elementary School

Collier - 0181 - Highlands Elementary School - 2015-16 SIP
Highlands Elementary School

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To empower and challenge students to reach their maximum potential and become leaders.

Provide the school's vision statement

Highlands Elementary School fosters an environment for leadership through engaging and challenging experiences which empower students to reach their maximum potential.

School Environment

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

Highlands Elementary School is striving to achieve Lighthouse Status as a Leader in Me school. The Leader in Me is a whole-school transformation model that improves the performance of all other programs by creating a focus and ownership among all stakeholders. The Leader in Me is based on the 7 Habits of Highly Effective People and equips students with the skills needed to thrive in the 21st-century. The school has a variety of initiatives as part of the Leader in Me process such as goal setting, action teams like student lighthouse team and leadership roles in the classroom and school environment. Students take charge of their learning through conferencing with teachers to set personal, academic, and behavioral goals for themselves. Students are celebrated through monthly Sharpen the Saw events, High Flying Hawk Leaders, Readers are Leaders and academic goal achievements. These events praise students for their achievements in all areas each month. The Leader in Me paradigm sees that every child is capable, every child is a leader. We built our climate by starting with the teachers and modeling for the students the impact habits have on their lives. This model is just as much about the adults as it is the children. It's inside out—first teachers, then students, and then parents. The 7 Habits create a common language from school to home. For example, what a difference it makes when everyone knows what it means to "put first things first" or to "seek first to understand" or to "be proactive." We often find our students using the language among themselves and with their parents.

Parent and family involvement is a large focus of our school. We have created action teams that develop events to promote attendance, engagement and learning among our parents. The variety of events are monthly including Books and Bagels, Math and Muffins, Science and Scones, Family Movie Nights, Spaghetti Dinners, student led conferences, STEM conferences, healthy home clinics and Academic/Leadership Celebrations. Parents are also encouraged to learn about the 7 Habits of Highly Effective Families and use the 7 Habits in their own homes.

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

Highlands Elementary has assigned students in leadership roles throughout the school as safety leaders to ensure students enter the school in a safe manner. The safety leaders, with guidance from staff, make sure procedures are followed and students make it safely to their class each morning. There are limited entry points onto campus with staff members posted at each point. The school also has a Youth Relations Deputy(YRD) officer present before, during, and after school hours. The YRD provides instruction and support with the Junior Deputy and DARE programs. The procedures are routinely practiced so that all students are familiar with the safety procedures. Recognition is given to students and staff for following the plans and established routines. We have a student lighthouse

team that advises the teacher lighthouse teams on the school environment, leadership roles and any item that might affect their experiences at the school. We also have a student advisory council who is made up of select students from grades 2-5 that meet with the principal once a month to provide feedback on the learning environment and academic needs of our students.

The school counselor supports a safe environment by meeting with small groups of students for friendship and socialization groups as well as developing "Kindness" campaigns across campus. Anti-bullying and Be Cool presentations are provided to all students K-5 throughout the school year. The principles of these programs are reiterated and expected during our after-school programs so students feel that the after-school program is just an extension of their regular school day.

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

Classroom rules and procedures are created by each teacher with student input during the first week of school. The rules and procedures are posted and practiced thoroughly to ensure students are able to follow expectations with periodic follow-up when needed. The 7 Habits are incorporated into each classroom and throughout the building to make sure expectations are consistently followed. The goal is to have students maintain a proactive approach to their learning in the academic and behavioral areas.

If disciplinary action is required, teachers input Infractions and Referrals into a Student Pass system to document behaviors and/or bring students to the attention of the Administrators. Student Pass can also be used to award Positive Referrals for exceptional leadership. Positive behavior systems guides the students and teachers behavioral expectations in our school environment. Incentives are used at both the whole school and classroom level. Teacher utilize buddy classrooms for quiet behavioral reflection as needed and students are expected to follow our school expectations of being respectful, responsible, prepared and productive.

The Student Pass system is used to track Data on student behavior and areas where referrals occur. Highlands uses the 7 Habits and Leader In Me language to support positive behavior throughout our campus.

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

School counseling services are provided for students, utilizing parents, staff and community resources in the area of personal and social development. Counseling services may include, but are not restricted to, targeted individual counseling, small group counseling, classroom presentations to support academic success, social skills, stress and anger management. The counselor plans, implements and delivers district adopted school counseling curriculum, based upon Florida's School Counseling Framework through the coordination of school – wide programs and grade specific classroom presentations, requiring articulation and consultation with administration, teachers, teams, families and/or students to assure all students' social-emotional needs are being met.

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

The Leadership Team meets weekly to analyze these factors utilizing the information from Data Warehouse. The team makes recommendations for next steps, including parent conferences, recommendation for Positive Behavior Support referral, change of placement and/or intervention, and Teacher Mentor. Additionally, each grade level meets bi-weekly as part of their OPM/PLCs,

specifically addressing student data.

Early warning system indicators: Attendance below 90%, Arriving late to school more than 5 times, or leaving school early more than 5 times , Level 1 on FCAT math, reading, or writing, Lowest 25% in Reading and Math, One or more suspensions, One or more office and/or guidance referrals

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	
	K	1	2	3	4		
Attendance below 90 percent	9	10	2	6	6	0	33
One or more suspensions	0	0	2	3	4	2	11
Course failure in ELA or Math	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0

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

Indicator	Grade Level		Total
	4	5	
Students exhibiting two or more indicators	8	12	20

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

We use a variety of research proven strategies to improve academic performance of at-risk students. They include, but are not limited to; daily intervention/enrichment time, sending attendance letters and meetings with parents, positive reinforcement of good attendance, goal setting with all students, early parent-teacher conferences/Student-led conferences, utilizing the parent involvement assistant to communicate with parents and conduct home visits administrators, utilizing the School Counselor for individuals, small groups, or parent conferences, leadership roles for all students within the school or classroom, analysis of intervention programs and formative assessments, and examining ways to motivate students and provide extra learning opportunities.

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/176786>.

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

The school has developed relationships with a variety of community agencies like Laces of Love for shoes, Catholic Charities for undies and socks, Undercover Angels for uniforms and the Chamber of Commerce for financial support for our Leader in Me initiative. We have created a partnership with local companies, civic groups and agencies, and invite them to our Leadership day so that they can witness the impact of their support with a student run leadership day which includes data chats, goal setting, public speaking, display of the arts and many other activities. We also have many teachers who reach out through grant writing for items needed for their students. We received a 5 year/\$50,000 grant from the Leader in Me foundation. The money was given through a sponsorship with Panda Express. We have reached out to create a relationship with our local Panda Express stores who support us and our students in kind and financially. We have reached out local and distant colleges who have provided the gift of time to our students and our school environment.

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:

Name	Title
Mendicino, Laura	Principal
Frehe, Mark	Assistant Principal
Blackburn, Virginia	Instructional Coach
Foreman, Christine	Instructional Coach
Hahn, Kate	Guidance Counselor
Piermani, Maria	Teacher, ESE
Hernandez, Cristina	Teacher, K-12
Baker, Jean	Assistant Principal

Duties

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

Principal/Assistant Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing core instruction and targeted interventions, conducts assessment of instructional skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support rigorous instruction implementation, and communicates with parents regarding school-based academic, financial and intervention plans and activities. Administration also provides information about core instruction, participates in student data collection and data chats, delivers support for core instruction and intervention, collaborates with staff to determine targeted interventions.

ELL Immersion Teacher: Participates in student data collection, administers CELLA and communicates results, integrates core instructional activities/materials into targeted/intensive instruction, and collaborates with general education teachers through such activities as co-teaching, strategies for learning and supporting second language learners in small group, as well as sharing student progress with parents.

Reading/Math/Science Coach: Identifies systematic patterns of student/teacher need while working

with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervention services for children to be considered “at risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; models the use of content based technologies, and provides support for assessment and implementation monitoring. Provides guidance on K-5 reading plan, math plan, science plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Core, Targeted, and Intensive intervention plans.

School Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school counselor will continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Intervention Support Specialist: Supports school-wide implementation of academic and behavior data-based planning and problem-solving system using a variety of assessment tools to monitor student progress. Assists grade level teams in the selection and implementation of research and/or evidenced based academic and behavioral interventions to promote student progress. Assists grade level teams in analyzing student data and identifying formative and custom assessments to use as the basis for data-driven instructional decisions. Provides guidance to teachers in the development of the Progress Monitoring Plans (PMP) and Individual Education Plans (IEP), according to individual student needs.

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 Collier County School district provides a systematic and strategic approach to providing services through the District Strategic Plan, 3 Year Academic Plan, and the K-12 Comprehensive Reading Plan. Goals and objectives of each program and department are aligned with these overarching district plans. Additionally:

Title I Parts A, C, D, and School Improvements (1003a and 1003g) Title II, Part A and Title III are managed out of the same Federal State and Competitive Grants Office in Collier County. They share administrative staff so that oversight, coordination, budgeting, staffing, and monitoring are efficiently and effectively coordinated. In addition to informal communications, monthly formal administrative meetings are held to discuss program needs, issues and coordinate efforts.

Support staff of the Title I Part A, Title I Part C, Title I Part D, and Title X programs meets regularly to coordinate efforts and receive joint staff development for improving their services.

Regularly scheduled Curriculum and Instruction department meetings are scheduled that include district level program coordinators, including Federal, State and Competitive Grants, IDEA, Perkins, Head Start, Supplemental Academic Instruction, Advanced Placement Initiative, Career and Technical education.

Supplemental Staffing and Services:

Title X, LEA, Title I Basic, Title I Migrant coordinate services to assist homeless children, to resolve problems concerning registration and provide support services at all schools. Title I and District jointly fund the Homeless Liaison staff position to support homeless students in all public schools. The LEA provides services in coordination with the McKinney-Vento Homeless Assistance Act.

Title I Migrant, Title I Basic, Title III funds are coordinated to provide at risk students with supplemental instructional support and resources, such as SuccessMaker licenses, Tutors, Resource Teachers. Title I Basic, Title I Migrant and Head Start/VPK collaborate to provide PreK classes and in home literacy support to ensure school readiness for Collier students.

Title I Migrant and school collaboration occurs with local eye doctor to provide eye exams and

glasses at no cost to migrant students in need or at a discounted price to our program. Title I Migrant also collaborates with a dentist to provide dentistry at no cost or discounted prices to migrant students in need.

Coordination occurs with Homeless Liaison staff and Title I Migrant staff in identifying eligible students and families that can be served as homeless.

Title I Basic and Title III collaborate in providing workshops and trainings to build the capacity of parents and foster strong connection and engagement between home and school. In addition both grants provide translation services to ensure that non-English speaking parents are able to participate fully in the education of their children. Parents are an active part of the multi-tiered system of support when decisions concerning student success. Parent academies are provided throughout the school year in order to provide additional information for our parents concerning academic areas, behavior, and community support.

Supplemental Staff Development:

Title I Migrant, Title I Basic and Title II Part A funds are coordinated to provide customized staff development that ensures students receive high quality, differentiated instruction.

Title I Part A funds are used in collaboration with Title I SIG 1003g and 1003a, Title II Part A and Reading to fund Reading Coaches at all Elementary schools. Title I Part A and Title I SIG 1003g/ 1003a funds are used to provide additional Academic Coaches at Title I Elementary, Middle and High Schools. Supplemental coaches are provided to support lowest performing schools and those in differentiated Accountability Priority and Focus status.

Title I Part A, Title II Part A and IDEA fund exam reimbursements and course tuition reimbursement to ensure staff meet HQT.

Highlands is participating in the fifth year of a Fresh Fruits and Vegetables Program (FFVP). This program provides fresh fruit or vegetable to every student during the week. Nutrition facts are provided to educate the students on the importance of good nutrition. The District is offering breakfast at no charge to all students through the USDA Provision 2 breakfast program. All reduced students are receiving lunch at no charge. The district's Be Fit policy is followed to ensure a healthy lifestyle on campus while students also participate in 95210 which encourages an active lifestyle. For the 2015-16SY, the Wellness Coach will guide and support further health focused initiatives.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Cecilia Vega	Teacher
Florencia Patino	Parent
Elisabeth Flores	Parent
Joe Flores	Business/Community
Maria Elena Garcia	Education Support Employee
Pete Cade	Teacher
Da'Lana Holmes	Parent
Irene Barhart Sauceda	Parent
Trini Salinas	Parent
Maria Espinoza	Parent
Cleotide Medina	Parent
Laura Mendicino	Principal

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 improvement plan is evaluated throughout the year. The School Advisory Council gave input and suggestions on the revision of the mission, vision, goals and barriers of the School Improvement Plan. Members vote to approve the plan before submission and reevaluate the plan throughout the year. Data is presented to our members concerning academic progress and behavior tracking.

Development of this school improvement plan

During specific SAC meetings, data associated with our students' achievement is presented. Staff, Parents and Community members provided input and feedback pertaining to the schools' vision, mission, goals and barriers. This was posted in the office hallway for stakeholders to review, comment and select their preferences. All stakeholders were provided this opportunity during a 3 week period in August.

At the September SAC Meeting, Parents ask questions, added final input and administration used that information to finalize the barriers for achievement at our school. Throughout the year, we revisit our progress on the school improvement goals by reviewing our school academic data and how that progress is being monitored by the administration and staff. We use a SIP Focus Wall to post evidence such as: QB data, professional development sessions and feedback, technology usage reports, etc.

Preparation of the school's annual budget and plan

SAC will receive quarterly updates on school improvement strategies as well as share and discuss baseline and quarterly assessment data. Surveys are conducted with parents, faculty and staff in regards to the school improvement plan. SAC also discusses and approves any Title I Use of Funds, Parent Involvement Policy and Compact, School Improvement funds and locational budgets. The SAC committee meets a minimum of 8 times during the school year.

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

The SAC balance as of August 2015 is \$3,909.75.

SAC Approved purchases during the 2014-2015 School Year include:

Four 6 foot benches including shipping and handling: \$2046.80

100 Book Challenge books: \$1883.85

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:

Name	Title
Blackburn, Virginia	Instructional Coach
Cade, Pete	Teacher, K-12
Gallegos, Nicole	Teacher, K-12
Baker, Jean	Assistant Principal
Mendicino, Laura	Principal

Duties

Describe how the LLT promotes literacy within the school

Providing direct and explicit instruction in pre-, during, and post reading comprehension strategies focused on helping them make meaningful connections with texts, including content area textbooks with an emphasis on vocabulary development and effective vocabulary strategies.

*Enhancing instructional strategies and professional development that ensure adequate scaffolding and student collaborative learning to support the goal of critical thinking.

*Increasing strategies that provide for opportunities for students to learn at higher levels of Bloom's Taxonomy while increasing their depth of knowledge so that material may be understood at greater levels of cognitive complexity.

*The Literacy Leadership Team supports the implementation of the District's K-12 Research Based Reading Plan. Highlands Elementary provides an annual Family Literacy Event for our students' families. This event provides multiple opportunities to model reading strategies that parents can use with their children and many technology enhanced learning experiences.

* All student data is shared and aligned to the School Improvement Plan during the last SAC meeting of the year. At this time, parent input is collected regarding our progression of SIP goals. This input is considered in the Fall when the SIP is reviewed and revised.

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

Monthly meetings with mentors and mentees' with leadership team to address needs,(i.e. parent communication, extra technology help, administering standardized tests, etc.), Collegiate-based professional learning and support communities, Site-based and district professional development targeted to teacher needs, Partnership with Universities (Edison College, Central Michigan, Florida Gulf Coast University) to support internship experiences for pre-service teachers, addition of subject area coaches (reading, math, science) for modeling lessons and offering support for differentiated instruction,Offer professional growth opportunities during Early Dismissal days and prior to the student day (Book Studies, technology training,

Instructional strategies, etc.); people responsible are the Principal, Assistant Principal, Literacy Team, and Academic coaches. New teachers participate in a variety of professional growth opportunities to become familiar with district and state initiatives. All teachers are introduced to practical tools, best practices and strategies to enhance classroom performance. At Highlands, all teachers have the services of the Reading Coach, Science Coach, Math Coach and Literacy Team as they prepare lessons and teach their students. New teachers and mentors participate in monthly meetings facilitated by the Asst. Principal for further professional development. The rationale for pairing starts by making sure the teachers are in the same grade level or have experience in the mentees' current grade level. These teachers have their clinical education certification and have all received effective evaluations. Highlands also receives District support for collaborative planning in math, reading and science. One teacher for

each grade has been assigned as a point of contact for their grade level in math, science and social studies. The POC's share updates to curriculum, strategies for instruction and collaborative planning ideas to strengthen the core instruction.

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

Monthly meetings with mentors and mentees' with leadership team to address needs,(i.e. parent communication, extra technology help, administering standardized tests, etc.), Collegiate-based professional learning and support communities, Site-based and district professional development targeted to teacher needs, Partnership with Universities (Florida South Western College, Central Michigan University, Florida Gulf Coast University) to support internship experiences for pre-service teachers,Addition of subject area coaches (reading, math, science) for modeling lessons and offering support for differentiated instruction,Offer professional growth opportunities during Early Dismissal days and prior to the student day (Book Studies, technology training, Instructional strategies, etc.); people responsible are the Principal, Assistant Principal, Literacy Team, and Academic coaches

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

New teachers participate in a variety of professional growth opportunities to become familiar with district and state initiatives. New teachers are introduced to practical tools, best practices and strategies to enhance classroom performance. At Highlands, new teachers also have the services of the Reading Coach, Science Coach, Math Coach and Literacy Team as they prepare lessons and teach their students. New teachers and mentors participate in monthly meetings further professional development. The rationale for pairing starts by making sure the teachers are in the same grade level or have experience in the mentees current grade level. These teachers have their clinical education certification and have all received effective evaluations. Highlands new teachers have also been connected with SERVS mentors from Florida Gulf Coast University to support them in classroom procedures, curriculum and instructional strategies.

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

Members of the district-based leadership team will meet regularly to provide data and support district-wide implementation of core and intervention programs. The district will provide leadership and guidance to ensure the implementation of instructional programs and MTSS plans with fidelity along with providing resources and professional learning support based on the needs of the schools. The members of the district leadership team include key stakeholders from various departments in the district. Members assist with the development of the MTSS district manual, Strategic Plan, and the DIAP. The District Leadership Team works in conjunction with the school-based teams to create and peer review School Improvement Plans. The team provides data on instructional targets based upon analysis of data. The team helped define clear expectations for instruction; facilitated the development of strategies to meet those goals; and aligned processes and procedures.

The Leadership team monitors the fidelity of the school's instructional programs, MTSS and SIP through collection of data based on the district's Strategic Plan and quarterly data dialogues between the Superintendent, key instructional leaders and school-based administrators. Preparatory to data dialogues, data are analyzed based on the Goals, Key Performance Indicators, and Strategies. The

District Leadership team reviews, discusses, and monitors student academic and/or behavioral procedures and data while working in conjunction with schools to support identified needs. The team focuses on implementation, data collection, interventions, and supports needed by the instructional staff. Members of the district based MTSS leadership team meet regularly to provide data and support to the schools' problem-solving teams and review school wide MTSS issues. School administrators and teachers from the school-based MTSS team participate in grade level PLC's to facilitate the MTSS process at each grade level. Universal screening and progress monitoring data will be analyzed. The effectiveness of the core instruction, as well as targeted and more intensive interventions, is monitored, and the team collaborates to evaluate effectiveness, problem-solve, and make instructional decisions.

Alignment with Florida Standards is key to improving academic performance as measured by state assessments. CCPS addresses this alignment in multiple ways. First, the Collier Teacher Evaluation Model, based on Marzano's methodologies, requires that lessons feature a learning goal with scales. Learning goals are developed from the standards and typically match the wording of benchmarks. Specific standards-based scales are used to identify students' individual progress toward attaining the goal, i.e., the standard. During observations, a key data element is derived from the teachers' use of learning goals and scales. Ongoing progress-monitoring assessments are also designed to demonstrate students' progress toward attaining the goal or standard. Consequently, data chats are standards-driven and serve to maintain a focus on instruction, assessment and achievement built around Florida Standards.

Additionally, the K-12 Reading plan, district created curriculum maps, and pacing guides are presented and used by our teachers for a comprehensive instructional plan.

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 leadership team meets with the professional learning communities to: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the professional learning community will identify needed learning support and resources. The team collaborates regularly, problem solves, shares effective practices, evaluates implementation, makes decisions, and practices new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation. The team also monitors parent/teacher communication through our data warehouse management system to make sure all necessary discussions about students progress or interventions include the parent. Highlands Elementary School teachers meet in grade level teams as professional learning communities. During these meetings, teams discuss teaching and learning. Teams examine the standards to be taught, share best practices, engage in building common formative assessments and review data. As a team they strengthened their core teaching and have established that 80% of their students will meet the requirements. Re-teaching will occur as needed for the students identified "in need of improvement". Teachers use iReady, benchmark, baseline, and formative assessments that are

recorded in our Data Warehouse system to guide instruction and behavioral data is reviewed through our student pass system. Data Warehouse has been designed to record the minutes from these meetings as well as to follow the progress of groups and individual students. This data will be used during professional learning community meetings to follow the rate of student progress over time. Data Teachers share results and best practices. Students who fail to make adequate progress are referred to the grade level professional learning community meetings for additional support. The Data Warehouse data management system continues to follow students' progress as monitored by the progress monitoring plan. Online assessments and other data points are tracked on charts and

graphs
in the Data Warehouse system as well as teacher generated results.

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: After School Program

Minutes added to school year: 11,040

Immokalee Readers after school program will run for a total of 31 weeks, 2 hours a day, 3 days per week. During these sessions, the goal is to provide students tutoring and enrichment in reading and writing. This program is reserved for grade 1 through 3. Class size is set to a maximum of 20 students. One tutor for every 4 students.

Strategy Rationale

Designed to target the bottom 17% of student readers and complement the reading instruction students receive during their regular school day, the Immokalee Readers afterschool program matches high school-aged tutors with elementary age children to provide intensive and enjoyable reading lessons. The program utilizes Reading Specialist to align with Florida Standards and ensure that all students are reading on grade level by the third grade. Because many Immokalee students use other languages at home, the additional training in English-language usage is especially important.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

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

This program will be monitored and measured by iReady and benchmark results along with running records assessments.

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

All schools implement a minimum of two transition activities for incoming kindergarten students and their families each year. The spring event includes an orientation for parents and students with registration available at that time. At this event, parents and students meet the teachers, visit classrooms, learn about the expectations and the curriculum, and tour the school.

At the spring Orientation and also upon registration, a booklet (available in multiple languages) is provided to all parents. This booklet is designed to help parents look at their child's physical, social, emotional, and cognitive development. It provides checklists and tips to help guide them as they work and play with their child. The checklists contain items that are important to the child's success in kindergarten and are specifically designed for a four-year-old. It also contains school enrollment information and suggestions for the first day of school.

Before school begins in mid-August, the schools hold an Open House for all students and parents to attend. The students and parents are given the opportunity to visit their classrooms, tour the school, visit the cafeteria and media center. This helps with the transition to the start of school.

The School District of Collier County is also a VPK provider, both during the school year and during the summer session. The school year program includes the Head Start/ESE Inclusion/Title I/Migrant prekindergarten classes and a few full-day and half-day VPK/child care classes. These prekindergarten programs are provided in various school sites across the county. Both programs provide opportunities for students to learn the basics for success in school and also provide an easy transition to kindergarten for the students.

FAA eligible students with disabilities: Emphasis, training, and support in Universal Design for Learning (UDL) will provide focal points for considering effective strategies and technologies to empower educators to become creative instructional designers of their classrooms (Rose and Meyer, 2002). An Individual Educational Plan (IEP) meeting will be held for each student in the Preschool Disability Program in order to develop specific goals and objectives which focus on the academic, social/emotional and independent functioning skills necessary for successful transition to Kindergarten. Screening data will be collected, aggregated, and used to plan daily academic and social/emotional instruction for all students who may need intervention beyond core instruction. Core academic and behavioral instruction will include daily explicit instruction, modeling, and guided and independent practice of all academic and/or social emotional skills. Daily social skills lessons will be reinforced throughout the school day by utilizing common language, re-teaching, and positive reinforcement of pro-social behavior.

As the fifth graders start to transition to the middle school, they are supported by a student tour and Parent night. The focus of the tour and evening with the parents is to provide them an opportunity to learn about the course selection process, PBS/behavioral expectations and general procedures they will need as they transition.

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

NA

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

NA

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

NA

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

NA

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

.

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

NA

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

NA

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.** If teachers consistently utilize effective instructional strategies to teach Florida standards, then student proficiency will increase by 3% as measured by state assessments.

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. If teachers consistently utilize effective instructional strategies to teach Florida standards, then student proficiency will increase by 3% as measured by state assessments. **1a**

Targets Supported **1b**

 G069541

Indicator	Annual Target
ELA Achievement District Assessment	45.0
Math Achievement District Assessment	45.0
Science Achievement District Assessment	32.0

Resources Available to Support the Goal **2**

- On-going targeted Professional Development
- Data Analysis/Progress monitoring
- Collaborative Planning
- Leader in Me
- Marzano Essentials
- Academic Coaches
- District Support Personnel
- District Purchased Digital Resources

Targeted Barriers to Achieving the Goal **3**

- Due to high staff turnover, building instructional capacity to consistently utilize effective strategies are hindered.
- Limited analysis of standards-based data inhibits targeted, differentiated instruction, which supports student achievement and proficiency.
- Lessons do not consistently include the application and utilization of technology-rich experiences that support and develop proficiency for the 21st century learner.

Plan to Monitor Progress Toward G1. **8**

Benchmark, formative assessment and observational data will be used to assess progress toward meeting our goal.

Person Responsible

Valerie Wenrich

Schedule

Quarterly, from 9/8/2014 to 5/29/2015

Evidence of Completion

CTEM look for reports from classroom observations, PLC meeting notes, Benchmark assessment data, collaborative discussions via iObservation, MTSS/RtI data, leadership notebooks, PD notebooks

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. If teachers consistently utilize effective instructional strategies to teach Florida standards, then student proficiency will increase by 3% as measured by state assessments. **1**

 G069541

G1.B1 Due to high staff turnover, building instructional capacity to consistently utilize effective strategies are hindered. **2**

 B180972

G1.B1.S1 Provide on-going, professional development on effective, targeted instructional practices. **4**

 S192357

Strategy Rationale

Research shows by providing on-going, effective, targeted instruction, then student proficiency will increase.

Action Step 1 **5**

Provide professional development focusing on Marzano Essentials for Achieving Rigor.

Person Responsible

Mark Frehe

Schedule

Weekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Lesson Plan Feedback Form, iObservation, and Deliberate Practice Action Teams

Action Step 2 5

District personnel will support collaborative planning to build capacity of staff in the instruction, implementation and monitoring of Florida Standards.

Person Responsible

Laura Mendicino

Schedule

Biweekly, from 9/8/2015 to 5/27/2016

Evidence of Completion

District Personnel iSupport

Action Step 3 5

Continue a shared leadership model through The Leader in Me

Person Responsible

Laura Mendicino

Schedule

Weekly, from 8/10/2015 to 6/8/2016

Evidence of Completion

Action Team Minutes and Agendas

Action Step 4 5

Increase staff moral through staff recognition

Person Responsible

Laura Mendicino

Schedule

Monthly, from 8/17/2015 to 6/8/2016

Evidence of Completion

Staff Attendance Activities, Recognition Slips

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

Job embedded professional development opportunities will be provided to increase professional competence and staff ownership of school initiatives.

Person Responsible

Laura Mendicino

Schedule

Quarterly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Attendance sheets, sample feedback, CTEM look- for reports

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

Utilize CTEM and student achievement data to evaluate how implementation of action plan steps led to improved teacher understanding and implementation of effective learning strategies while monitoring teacher retention in June.

Person Responsible

Mark Frehe

Schedule

Semiannually, from 9/8/2015 to 6/10/2016

Evidence of Completion

CTEM observations, OPM meeting notes, Benchmark assessment data, collaborative

G1.B2 Limited analysis of standards-based data inhibits targeted, differentiated instruction, which supports student achievement and proficiency. 2

 B180973

G1.B2.S1 Provide Ongoing Progress Monitoring sessions, focusing on Core and Tiered data and instruction, to support planning and student achievement. 4

 S192358

Strategy Rationale

Ongoing Progress Monitoring of the whole student offers stakeholders a better understanding of what is needed to overcome individual student learning barriers then apply this understanding to planning, instruction, differentiation and assessment.

Action Step 1 5

Conduct Ongoing Progress Monitoring sessions where multiple aspects of individual students are focused on.

Person Responsible

Mark Frehe

Schedule

Biweekly, from 9/8/2015 to 5/27/2016

Evidence of Completion

Ongoing Progress Monitoring Data and Minutes

Action Step 2 5

Instructional Staff will participate in grade level standards-based Collaborative Planning sessions, creating lessons which encompass the rigor and complexities of the standard(s) along with differentiation to support individual learners.

Person Responsible

Laura Mendicino

Schedule

Weekly, from 8/10/2015 to 6/7/2016

Evidence of Completion

Lesson Plans, student data

Action Step 3 5

Teachers will participate in data chats with building administrators twice during the school year.

Person Responsible

Laura Mendicino

Schedule

Semiannually, from 10/5/2015 to 5/27/2016

Evidence of Completion

Data Notebooks, Data Chat Schedule

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Teachers are required to enter Core and Tier data in Data Warehouse bi-weekly while using this information to plan for an adjust instruction.

Person Responsible

Mark Frehe

Schedule

Monthly, from 9/14/2015 to 6/8/2016

Evidence of Completion

Data Warehouse, participation during OPMs, lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Monitor for student data to show an increasing trendline throughout the school year

Person Responsible

Laura Mendicino

Schedule

Monthly, from 9/14/2015 to 6/8/2016

Evidence of Completion

Data entered in Data Warehouse, Benchmark Data

G1.B3 Lessons do not consistently include the application and utilization of technology-rich experiences that support and develop proficiency for the 21st century learner. 2

 B180974

G1.B3.S1 Provide on-going professional development focusing on the effective use, planning and implementation of technology in the classroom. 4

 S192359

Strategy Rationale

Today's students are digital natives who are engaged and enriched by the use and implementation of technology in the classroom. By effectively planning and implementing technology rich lessons, student engagement and proficiency will increase.

Action Step 1 5

To support the implementation of technology professional development opportunities will be offered, built upon, and monitored for implementation.

Person Responsible

Jean Baker

Schedule

Quarterly, from 8/10/2015 to 6/8/2016

Evidence of Completion

Agendas, Sign-in sheets, lesson plans, observations

Action Step 2 5

District personnel will support collaborative planning to build capacity of staff in the instruction, implementation and monitoring of Florida Standards.

Person Responsible

Laura Mendicino

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Lesson Plans, iObservations

Action Step 3 5

Teachers will deliberately plan for the use of technology weekly within their individual lesson plans

Person Responsible

Mark Frehe

Schedule

Weekly, from 8/10/2015 to 6/8/2016

Evidence of Completion

Lesson Plans, CTEM Observations

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

Consistent opportunity for professional learning support in effective implementation of technology will be monitored through participation, attendance and leadership observations of PD and instruction through CTEM.

Person Responsible

Laura Mendicino

Schedule

Quarterly, from 8/31/2015 to 5/27/2016

Evidence of Completion

Attendance sheets, CTEM Feedback

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

Conduct summative evaluations on how implementation of action plan steps led to improved teacher understanding of technology and implementation of technology within lessons.

Person Responsible

Schedule

Quarterly, from 8/10/2015 to 5/27/2016

Evidence of Completion

CTEM classroom observations, PLC meeting notes, Benchmark assessment data, collaborative discussions via iObservation, MTSS/RtI data, lesson plans, Leadership notebooks, PD notebooks

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 professional development focusing on Marzano Essentials for Achieving Rigor.	Frehe, Mark	8/17/2015	Lesson Plan Feedback Form, iObservation, and Deliberate Practice Action Teams	6/3/2016 weekly
G1.B2.S1.A1	Conduct Ongoing Progress Monitoring sessions where multiple aspects of individual students are focused on.	Frehe, Mark	9/8/2015	Ongoing Progress Monitoring Data and Minutes	5/27/2016 biweekly
G1.B3.S1.A1	To support the implementation of technology professional development opportunities will be offered, built upon, and monitored for implementation.	Baker, Jean	8/10/2015	Agendas, Sign-in sheets, lesson plans, observations	6/8/2016 quarterly
G1.B1.S1.A2	District personnel will support collaborative planning to build capacity of staff in the instruction, implementation and monitoring of Florida Standards.	Mendicino, Laura	9/8/2015	District Personnel iSupport	5/27/2016 biweekly
G1.B2.S1.A2	Instructional Staff will participate in grade level standards-based Collaborative Planning sessions, creating lessons which encompass the rigor and complexities of the standard(s) along with differentiation to support individual learners.	Mendicino, Laura	8/10/2015	Lesson Plans, student data	6/7/2016 weekly
G1.B3.S1.A2	District personnel will support collaborative planning to build capacity of staff in the instruction, implementation and monitoring of Florida Standards.	Mendicino, Laura	8/17/2015	Lesson Plans, iObservations	5/27/2016 monthly
G1.B1.S1.A3	Continue a shared leadership model through The Leader in Me	Mendicino, Laura	8/10/2015	Action Team Minutes and Agendas	6/8/2016 weekly
G1.B2.S1.A3	Teachers will participate in data chats with building administrators twice during the school year.	Mendicino, Laura	10/5/2015	Data Notebooks, Data Chat Schedule	5/27/2016 semiannually
G1.B3.S1.A3	Teachers will deliberately plan for the use of technology weekly within their individual lesson plans	Frehe, Mark	8/10/2015	Lesson Plans, CTEM Observations	6/8/2016 weekly
G1.B1.S1.A4	Increase staff moral through staff recognition	Mendicino, Laura	8/17/2015	Staff Attendance Activities, Recognition Slips	6/8/2016 monthly
G1.MA1	Benchmark, formative assessment and observational data will be used to assess progress toward meeting our goal.	Wenrich, Valerie	9/8/2014	CTEM look for reports from classroom observations, PLC meeting notes, Benchmark assessment data, collaborative discussions via iObservation, MTSS/RtI data, leadership notebooks, PD notebooks	5/29/2015 quarterly
G1.B1.S1.MA1	Utilize CTEM and student achievement data to evaluate how implementation of action plan steps led to improved teacher understanding and implementation of effective learning strategies while monitoring teacher retention in June.	Frehe, Mark	9/8/2015	CTEM observations, OPM meeting notes, Benchmark assessment data, collaborative	6/10/2016 semiannually
G1.B1.S1.MA1	Job embedded professional development opportunities will be provided to increase professional competence and staff ownership of school initiatives.	Mendicino, Laura	9/2/2014	Attendance sheets, sample feedback, CTEM look- for reports	5/29/2015 quarterly
G1.B2.S1.MA1	Monitor for student data to show an increasing trendline throughout the school year	Mendicino, Laura	9/14/2015	Data entered in Data Warehouse, Benchmark Data	6/8/2016 monthly

Collier - 0181 - Highlands Elementary School - 2015-16 SIP
Highlands Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.MA1	Teachers are required to enter Core and Tier data in Data Warehouse bi-weekly while using this information to plan for an adjust instruction.	Frehe, Mark	9/14/2015	Data Warehouse, participation during OPMs, lesson plans	6/8/2016 monthly
G1.B3.S1.MA1	Conduct summative evaluations on how implementation of action plan steps led to improved teacher understanding of technology and implementation of technology within lessons.		8/10/2015	CTEM classroom observations, PLC meeting notes, Benchmark assessment data, collaborative discussions via iObservation, MTSS/RtI data, lesson plans, Leadership notebooks, PD notebooks	5/27/2016 quarterly
G1.B3.S1.MA1	Consistent opportunity for professional learning support in effective implementation of technology will be monitored through participation, attendance and leadership observations of PD and instruction through CTEM.	Mendicino, Laura	8/31/2015	Attendance sheets, CTEM Feedback	5/27/2016 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. If teachers consistently utilize effective instructional strategies to teach Florida standards, then student proficiency will increase by 3% as measured by state assessments.

G1.B1 Due to high staff turnover, building instructional capacity to consistently utilize effective strategies are hindered.

G1.B1.S1 Provide on-going, professional development on effective, targeted instructional practices.

PD Opportunity 1

Provide professional development focusing on Marzano Essentials for Achieving Rigor.

Facilitator

Coaches, Administrators and teacher leaders

Participants

instructional staff

Schedule

Weekly, from 8/17/2015 to 6/3/2016

PD Opportunity 2

District personnel will support collaborative planning to build capacity of staff in the instruction, implementation and monitoring of Florida Standards.

Facilitator

District Personnel

Participants

Instructional Staff

Schedule

Biweekly, from 9/8/2015 to 5/27/2016

PD Opportunity 3

Continue a shared leadership model through The Leader in Me

Facilitator

Leader In Me trainers

Participants

All Staff

Schedule

Weekly, from 8/10/2015 to 6/8/2016

G1.B2 Limited analysis of standards-based data inhibits targeted, differentiated instruction, which supports student achievement and proficiency.

G1.B2.S1 Provide Ongoing Progress Monitoring sessions, focusing on Core and Tiered data and instruction, to support planning and student achievement.

PD Opportunity 1

Conduct Ongoing Progress Monitoring sessions where multiple aspects of individual students are focused on.

Facilitator

Administration and Coaches

Participants

Instructional Staff

Schedule

Biweekly, from 9/8/2015 to 5/27/2016

PD Opportunity 2

Instructional Staff will participate in grade level standards-based Collaborative Planning sessions, creating lessons which encompass the rigor and complexities of the standard(s) along with differentiation to support individual learners.

Facilitator

Academic Coaches and Administrators

Participants

Instructional Staff

Schedule

Weekly, from 8/10/2015 to 6/7/2016

G1.B3 Lessons do not consistently include the application and utilization of technology-rich experiences that support and develop proficiency for the 21st century learner.

G1.B3.S1 Provide on-going professional development focusing on the effective use, planning and implementation of technology in the classroom.

PD Opportunity 1

To support the implementation of technology professional development opportunities will be offered, built upon, and monitored for implementation.

Facilitator

Administration and Coaches

Participants

Instructional Staff

Schedule

Quarterly, from 8/10/2015 to 6/8/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Provide professional development focusing on Marzano Essentials for Achieving Rigor.				\$43,884.94
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0181 - Highlands Elementary School	Title I Part A		\$19,455.94
		<i>Notes: Use of Reading Coach to support the professional development and implementation of Marzano Essentials for Achieving Rigor during planning and coach cycles.</i>				
			0181 - Highlands Elementary School	Title I Part A		\$11,952.00
		<i>Notes: Use of Math Coach to support the professional development and implementation of Marzano Essentials for Achieving Rigor during planning and coach cycles.</i>				
			0181 - Highlands Elementary School	Title I Part A		\$12,477.00
		<i>Notes: Use of Science Coach to support the professional development and implementation of Marzano Essentials for Achieving Rigor during planning and coach cycles.</i>				
2	G1.B1.S1.A2	District personnel will support collaborative planning to build capacity of staff in the instruction, implementation and monitoring of Florida Standards.				\$0.00
3	G1.B1.S1.A3	Continue a shared leadership model through The Leader in Me				\$8,300.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0181 - Highlands Elementary School	Title I Part A		\$5,900.00
		<i>Notes: Leader in Me training- To develop strategies for personal leadership development and 21st century skills such as goal setting, time management, problem solving, respecting diversity and life balance.</i>				
			0181 - Highlands Elementary School	Title I Part A		\$2,400.00
		<i>Notes: Leader In Me Symposium for instructional staff to increase their understanding of Leader in Me, gaining additional strategies to develop leadership skills in students and self.</i>				
4	G1.B1.S1.A4	Increase staff moral through staff recognition				\$0.00
5	G1.B2.S1.A1	Conduct Ongoing Progress Monitoring sessions where multiple aspects of individual students are focused on.				\$43,884.94
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data

			0181 - Highlands Elementary School	Title I Part A		\$19,455.94	
			Notes: Reading Coach will support Ongoing Progress Monitoring sessions with each grade level, focusing teachers to the needs of individual students and participating in discussions and providing feedback relevant to effective instruction.				
			0181 - Highlands Elementary School	Title I Part A		\$11,952.00	
			Notes: Math Coach will support Ongoing Progress Monitoring sessions with each grade level, focusing teachers to the needs of individual students and participating in discussions and providing feedback relevant to effective instruction.				
			0181 - Highlands Elementary School	Title I Part A		\$12,477.00	
			Notes: Science Coach will support Ongoing Progress Monitoring sessions with each grade level, focusing teachers to the needs of individual students and participating in discussions and providing feedback relevant to effective instruction.				
6	G1.B2.S1.A2	Instructional Staff will participate in grade level standards-based Collaborative Planning sessions, creating lessons which encompass the rigor and complexities of the standard(s) along with differentiation to support individual learners.					\$43,884.94
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
		0181 - Highlands Elementary School					\$19,455.94
			Notes: Reading Coach will meet weekly with grade level teachers to collaborative plan standards-based lessons which encompass the rigor and complexities of the standard in addition to planning for differentiated lessons.				
			0181 - Highlands Elementary School				\$11,952.00
			Notes: Math Coach will meet weekly with grade level teachers to collaborative plan standards-based lessons which encompass the rigor and complexities of the standard in addition to planning for differentiated lessons.				
			0181 - Highlands Elementary School				\$12,477.00
			Notes: Science Coach will meet weekly with grade level teachers to collaborative plan standards-based lessons which encompass the rigor and complexities of the standard in addition to planning for differentiated lessons.				
7	G1.B2.S1.A3	Teachers will participate in data chats with building administrators twice during the school year.					\$0.00
8	G1.B3.S1.A1	To support the implementation of technology professional development opportunities will be offered, built upon, and monitored for implementation.					\$223,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
		0181 - Highlands Elementary School	Title I Part C (Migrant)				\$223,500.00
			Notes: Migrant funding is allocated to fund personnel and supplies for students who qualify for Migrant services and funding.				

Budget Data

9	G1.B3.S1.A2	District personnel will support collaborative planning to build capacity of staff in the instruction, implementation and monitoring of Florida Standards.				\$0.00
10	G1.B3.S1.A3	Teachers will deliberately plan for the use of technology weekly within their individual lesson plans				\$43,884.94
Function	Object	Budget Focus	Funding Source	FTE		2015-16
		0181 - Highlands Elementary School	Title I Part A			\$19,455.94
<i>Notes: Reading Coach will collaborate with grade level teachers to ensure technology based learning is planned for and implemented with fidelity throughout units of study.</i>						
		0181 - Highlands Elementary School	Title I Part A			\$11,952.00
<i>Notes: Math Coach will collaborate with grade level teachers to ensure technology based learning is planned for and implemented with fidelity throughout units of study.</i>						
		0181 - Highlands Elementary School	Title I Part A			\$12,477.00
<i>Notes: Science Coach will collaborate with grade level teachers to ensure technology based learning is planned for and implemented with fidelity throughout units of study.</i>						
						Total: \$407,339.76