

The School District of Lee County

Colonial Elementary School



2015-16 School Improvement Plan

Colonial Elementary School

3800 SCHOOLHOUSE RD E, Fort Myers, FL 33916

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	83%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	92%

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 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>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, 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		

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. One way Colonial does this is by implementing Kagan Cooperative Learning. This program endorses classbuilding and teambuilding. Colonial also incorporates Thinking Maps (research based visual patterns based on cognitive skills) into their curriculum. Each map is introduced to students by using personal and social skills, later the content connection is emphasized. Staff are strategically placed around campus to greet students in the morning and teachers stand at their doorway and meet and greet their students. All teachers mail home positive note cards to two students monthly. ESOL paraprofessionals support parents and students that are Spanish and Creole. Teachers without assigned classes and paraprofessionals serve for two hours daily in the ELA block to work with small groups of students providing two or more adults in each classroom. Student agendas are used to communicate with parents on a daily basis. Lastly, Curriculum Night, Family Fall Festival, Math Night, ELA Night, Science Night and Student-led Conferences are held throughout the school year where students and their families are encouraged to attend.

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
- * 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
- * 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 student through;

- * Each classroom teacher selects a student weekly to recognize; on Fridays parents are invited to see their child recognized, local store gift certificates are given
- * Character education lessons
- * Monthly recognition of students displaying character education traits
- * PBS Program
- * Guidance provides Second Step Behavior Curriculum, Crisis intervention, large group guidance and individual counseling of students

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 oversees the following programs:

- * Blessing in a Backpack - The Bobby Nichols Foundation: 7-8 food items are sent home on Fridays with all students
- * Star Student Program: teachers nominate one student weekly and parents are invited to attend, students are given vendor coupons for free food from Winn Dixie, Publix, Texas Roadhouse, Dunkin

Donuts, Coca Cola

- *Publix: donates laundry supplies to school to wash student uniforms
- *New Hope Presbyterian Church: donation of uniforms and provides volunteers
- *Shoes That Fit: provide shoes, uniforms, underwear, & socks
- *SalusCare (health related workshops) & CCMI Food Truck event
- *Good Will; provides coupons for clothing for families in need
- *Salvation Army food drive
- *Volunteers: provides training and placement of volunteers

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
Bur, Marsha	Principal
Hall, Gail	Instructional Coach
Davis, Sherry	Teacher, K-12
Speiser, Justin	Instructional Coach
Dwyer, Lindsey	Guidance Counselor
Donnelly, Susan	Instructional Coach
Gregory, Eric	Instructional Technology
Gregory, Tracy	Instructional Coach
Smith, Jennette	Teacher, K-12
Gohagen-Mosley, Vicki	Assistant Principal
Faulk, Wendy	Teacher, K-12
Allevato, Anthony	Teacher, K-12
Lewis, Abby	Instructional Coach
Wilson, Bobbie	Teacher, K-12
Ball, Sally	Teacher, K-12

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

* Administration utilizes the membership of the School Leadership Team (SLT) as part of the problem solving process. Team members share in the decision making for the school. They discuss problems or decisions that need to be made and come to consensus and share with their PLCs.

TIF, Reading or Math Coach/Specialist

- * Train teachers in interventions, progress monitoring, differentiated instruction
- * Implement supplemental and intensive interventions
- * Model lessons
- * Teach small groups daily
- * 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

- * Teachers Second Step Behavior Curriculum
- * Crisis Intervention
- * Attends MTSS Team meetings and consults on MTSS Behavioral needs
- * Provides large group guidance
- * Individual counseling

Intervention Support Specialist

- * MTSS Team facilitator
- * Schedule and attend MTSS Team meetings
- * Maintain log of all students involved in the MTSS process
- * Send parent invites
- * Complete necessary MTSS forms

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, PBS, OT, PT, ASD)

- * Consult with MTSS Team

Student Observation

- * 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
- * Schedule language screenings and assessments
- * Provide teachers ELL interventions at all tiers
- * Oversee WIDA Testing

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:

Name	Stakeholder Group
Marsha Bur	Principal
Shelby Vick	Education Support Employee
Abby Lewis	Teacher
Marie Noel	Teacher
Katherine Benner	Teacher
Alexis Perez	Parent
David Hall	Business/Community
Dana Markowski	Parent
Delia Cortez	Parent
Matthew Estevez	Teacher
Chrystl Mitchell	Parent
Annamaria Fernandez	Parent
Marcia Sandoval	Education Support Employee
Krissy Whittier	Business/Community
Shirley Avila	Parent

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

During the initial SAC Meeting for the current year, Colonial's SAC, was presented with the district's requirements for school improvement plan goals since state testing scores have not been released. The committee voted to approve the goals, strategies and barriers unanimously.

Development of this school improvement plan

Members of the leadership team and parents worked together to create goals for the SIP. During a SAC meeting members reviewed, were provided the opportunity to ask questions, make recommendations and approve revisions prior to voting and reaching consensus on the SIP.

Preparation of the school's annual budget and plan

Dr. Bur, the school's principal, is responsible for the school's budget. Decisions are made to align with improvement goals in the SIP and support student learning. She shares with the committee any budgetary provisions that are made to aid in the progress toward reaching SIP goals.

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

Media Center Transformation Project - \$5,000

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
Hall, Gail	Instructional Coach
Lewis, Abby	Instructional Coach
McDonald, Nora	Teacher, K-12
Bonham, Carolyn	Teacher, K-12
Noel, Marie	Teacher, K-12
Harrington, Barbara	Instructional Coach
Dickson, Spring	Teacher, K-12
Henry, Deborah	Teacher, K-12
Henry, Maurice	Teacher, K-12
Michalek, Melissa	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The initiative of the LLT will be to discuss and plan ELA activities correlated to the Florida Standards that will increase the classroom teacher's depth of knowledge as well as provide engaging activities for students including intervention and enrichment opportunities. This team will also plan and host an ELA night for our students and their families in January.

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. PLC meetings have documentation of data discussed and plans for intervention and extension. 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.

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. Intervention schedules, strategies and personnel are posted on SharePoint. Each grade level has a 35 to 50 minute intervention period daily where extra teachers and/or paraprofessionals work with students that 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

Bur, Marsha, marshaab@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.** Colonial Elementary will increase student proficiency on the science checkpoint from 37% to 40% by March 2016.
- G2.** If all teachers track core subject areas, then student achievement will increase.
- G3.** If teacher and student engagement increases, then student discipline referrals will decrease.

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. Colonial Elementary will increase student proficiency on the science checkpoint from 37% to 40% by March 2016. 1a

G074141

Targets Supported 1b

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

Resources Available to Support the Goal 2

- P-Sell
- Resource help during intervention

Targeted Barriers to Achieving the Goal 3

- Lack of background knowledge in science

Plan to Monitor Progress Toward G1. 8

Teachers will monitor student achievement on grade level science standards.

Person Responsible

Marsha Bur

Schedule

Weekly, from 10/26/2015 to 6/10/2016

Evidence of Completion

Student proficiency will increase on science district checks and state checkpoints.

G2. If all teachers track core subject areas, then student achievement will increase. 1a

G074142

Targets Supported 1b

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

Resources Available to Support the Goal 2

- Abby Lewis, TIF Teacher
- Tony Allevato, TIF Teacher

Targeted Barriers to Achieving the Goal 3

- Ongoing progress monitoring is currently not being implemented with fidelity.

Plan to Monitor Progress Toward G2. 8

Teachers will monitor student achievement on grade level standards.

Person Responsible

Marsha Bur

Schedule

Weekly, from 10/5/2015 to 6/10/2016

Evidence of Completion

Student proficiency will increase on district checks and state checkpoints.

G3. If teacher and student engagement increases, then student discipline referrals will decrease. 1a

G074143

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- PD on PBS
- Kagan Activities
- Susan Donnelly, PBS Coach
- Sunshine Committee

Targeted Barriers to Achieving the Goal 3

- Colonial lacks a culture of positive support.

Plan to Monitor Progress Toward G3. 8

Administration will monitor the amount of positive behavior bucks given out as well as the amount of referrals.

Person Responsible

Vicki Gohagen-Mosley

Schedule

Monthly, from 1/11/2016 to 6/10/2016

Evidence of Completion

There will be a decrease in referrals.

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. Colonial Elementary will increase student proficiency on the science checkpoint from 37% to 40% by March 2016. **1**

 G074141

G1.B1 Lack of background knowledge in science **2**

 B193568

G1.B1.S1 1. Teachers new to P-Sell will be supported during PLC meetings. 2. Science resource materials will be provided to engage students in science. 3. Teachers will track Science scores and base intervention groups accordingly. 4. Resource teachers will be provided to assist during Science intervention groups. **4**

 S205110

Strategy Rationale

Teachers will track science data to plan accordingly to meet their students needs.

Action Step 1 **5**

1. Teachers new to P-Sell will be supported during PLC meetings.
2. Science resource materials will be provided to engage students in science.
3. Teachers will track Science scores and base intervention groups accordingly.
4. Resource teachers will be provided to assist during Science intervention groups.

Person Responsible

Marsha Bur

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

CASTLE, Colonial's Standard Tracker, PLC minutes posted on SharePoint.

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

Teachers will plan science standard based lessons and intervention activities based on science data.

Person Responsible

Marsha Bur

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

PLC Minutes posted on SharePoint.

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

Teachers will monitor student achievement on grade level science standards and present data at Admin PLC meetings.

Person Responsible

Marsha Bur

Schedule

Monthly, from 10/26/2015 to 6/10/2016

Evidence of Completion

Minutes posted on SharePoint

G2. If all teachers track core subject areas, then student achievement will increase. 1

G074142

G2.B1 Ongoing progress monitoring is currently not being implemented with fidelity. 2

B193569

G2.B1.S1 1. Provide professional development on CASTLE and Colonial's Standards Tracker. 2. Teachers will attend professional development during PLC meetings. 3. Teachers will access and enter data in CASTLE and Colonial's Standards Tracker. 4. Teachers will bring data to PLC. 5. PLC teams will develop intervention and enrichment groups according to data. 6. Teachers track intervention and enrichment data on SharePoint and present data at Admin PLC meetings. 4

S205111

Strategy Rationale

Teachers will be able to track standards that will assist them in planning for classroom and intervention lessons.

Action Step 1 5

1. Provide professional development on CASTLE and Colonial's Standards Tracker.
2. Teachers will attend professional development during PLC meetings.
3. Teachers will access and enter data in CASTLE and Colonial's Standards Tracker.
4. Teachers will bring data to PLC.
5. PLC teams will develop intervention and enrichment groups according to data.
6. Teachers track intervention and enrichment data on SharePoint and present data at Admin PLC meetings.

Person Responsible

Marsha Bur

Schedule

Monthly, from 9/28/2015 to 6/10/2016

Evidence of Completion

CASTLE, Colonial's Standard Tracker, PLC & Admin PLC minutes posted on SharePoint.

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

Teachers will attend PD.

Person Responsible

Marsha Bur

Schedule

Weekly, from 10/5/2015 to 6/10/2016

Evidence of Completion

Minutes posted on Sharepoint.

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

Teachers will monitor student achievement on grade level standards and present data at Admin PLC meetings.

Person Responsible

Marsha Bur

Schedule

Monthly, from 10/1/2015 to 6/3/2016

Evidence of Completion

Minutes posted on SharePoint.

G3. If teacher and student engagement increases, then student discipline referrals will decrease. 1

G074143

G3.B1 Colonial lacks a culture of positive support. 2

B193570

G3.B1.S1 1. Provide PBS professional development to staff and students. 4

S205112

Strategy Rationale

To provide a school culture of positive support.

Action Step 1 5

1. Provide PBS training to staff during pre-school and review training at Admin PLC meetings.
2. Provide PBS training to students.

Person Responsible

Vicki Gohagen-Mosley

Schedule

On 6/10/2016

Evidence of Completion

Positive Behavior Bucks will be tracked on each grade level.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Teachers will attend PD.

Person Responsible

Marsha Bur

Schedule

Monthly, from 8/12/2015 to 6/10/2016

Evidence of Completion

Minutes posted on Sharepoint.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Administration will track the amount of positive behavior bucks are given per grade level and student referrals and present data at monthly Admin PLC meetings.

Person Responsible

Vicki Gohagen-Mosley

Schedule

Monthly, from 8/12/2015 to 6/10/2016

Evidence of Completion

Tracking reports of the amount of positive behavior bucks given out by grade level and total of referrals.

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	1. Teachers new to P-Sell will be supported during PLC meetings. 2. Science resource materials will be provided to engage students in science. 3. Teachers will track Science scores and base intervention groups accordingly. 4. Resource teachers will be provided to assist during Science intervention groups.	Bur, Marsha	8/24/2015	CASTLE, Colonial's Standard Tracker, PLC minutes posted on SharePoint.	6/10/2016 weekly
G2.B1.S1.A1	1. Provide professional development on CASTLE and Colonial's Standards Tracker. 2. Teachers will attend professional development during PLC meetings. 3. Teachers will access and enter data in CASTLE and Colonial's Standards Tracker. 4. Teachers will bring data to PLC. 5. PLC teams will develop intervention and enrichment groups according to data. 6. Teachers track intervention and enrichment data on SharePoint and present data at Admin PLC meetings.	Bur, Marsha	9/28/2015	CASTLE, Colonial's Standard Tracker, PLC & Admin PLC minutes posted on SharePoint.	6/10/2016 monthly
G3.B1.S1.A1	1. Provide PBS training to staff during pre-school and review training at Admin PLC meetings. 2. Provide PBS training to students.	Gohagen-Mosley, Vicki	8/12/2015	Positive Behavior Bucks will be tracked on each grade level.	6/10/2016 one-time
G1.MA1	Teachers will monitor student achievement on grade level science standards.	Bur, Marsha	10/26/2015	Student proficiency will increase on science district checks and state checkpoints.	6/10/2016 weekly
G1.B1.S1.MA1	Teachers will monitor student achievement on grade level science standards and present data at Admin PLC meetings.	Bur, Marsha	10/26/2015	Minutes posted on SharePoint	6/10/2016 monthly
G1.B1.S1.MA1	Teachers will plan science standard based lessons and intervention activities based on science data.	Bur, Marsha	8/24/2015	PLC Minutes posted on SharePoint.	6/10/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.MA1	Teachers will monitor student achievement on grade level standards.	Bur, Marsha	10/5/2015	Student proficiency will increase on district checks and state checkpoints.	6/10/2016 weekly
G2.B1.S1.MA1	Teachers will monitor student achievement on grade level standards and present data at Admin PLC meetings.	Bur, Marsha	10/1/2015	Minutes posted on SharePoint.	6/3/2016 monthly
G2.B1.S1.MA1	Teachers will attend PD.	Bur, Marsha	10/5/2015	Minutes posted on Sharepoint.	6/10/2016 weekly
G3.MA1	Administration will monitor the amount of positive behavior bucks given out as well as the amount of referrals.	Gohagen-Mosley, Vicki	1/11/2016	There will be a decrease in referrals.	6/10/2016 monthly
G3.B1.S1.MA1	Administration will track the amount of positive behavior bucks are given per grade level and student referrals and present data at monthly Admin PLC meetings.	Gohagen-Mosley, Vicki	8/12/2015	Tracking reports of the amount of positive behavior bucks given out by grade level and total of referrals.	6/10/2016 monthly
G3.B1.S1.MA1	Teachers will attend PD.	Bur, Marsha	8/12/2015	Minutes posted on Sharepoint.	6/10/2016 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.

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	1. Teachers new to P-Sell will be supported during PLC meetings. 2. Science resource materials will be provided to engage students in science. 3. Teachers will track Science scores and base intervention groups accordingly. 4. Resource teachers will be provided to assist during Science intervention groups.	\$0.00
2	G2.B1.S1.A1	1. Provide professional development on CASTLE and Colonial's Standards Tracker. 2. Teachers will attend professional development during PLC meetings. 3. Teachers will access and enter data in CASTLE and Colonial;s Standards Tracker. 4. Teachers will bring data to PLC. 5. PLC teams will develop intervention and enrichment groups according to data. 6. Teachers track intervention and enrichment data on SharePoint and present data at Admin PLC meetings.	\$0.00
3	G3.B1.S1.A1	1. Provide PBS training to staff during pre-school and review training at Admin PLC meetings. 2. Provide PBS training to students.	\$0.00
Total:			\$0.00