

The School District of Lee County

San Carlos Park Elementary School



2015-16 School Improvement Plan

San Carlos Park Elementary School

17282 LEE RD, Fort Myers, FL 33967

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	62%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	62%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	B	C	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
Not In DA	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

San Carlos Park Elementary's School Mission Statement is: "Our mission is to ensure excellence in a safe, creative, and nurturing environment. Through the "7 Habits" of The Leader in Me, we are cultivating a solid foundation of 21st Century skills and knowledge, inspiring all students to discover their talents and strengths."

Provide the school's vision statement

San Carlos Park Elementary's School Vision Statement is: "Actively engage students as lifelong learners and 21st Century world-class leaders."

School Environment

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

Teachers use the first two weeks of school to complete team building and "getting to know you" activities. They use Kagan Strategies and Steven Covey's Seven Habits to help build classroom community. Parents are invited to the school for monthly arts performances and for Leader in Me events. Students create an autobiography for their Leadership Binders and share with the class. The Parent Involvement Specialist provides support to the parents and helps them to build a relationship with the school. In addition, parent education classes are offered throughout the year. In addition, San Carlos Park hosts academic family nights and Fall Festivals each year. Newsletters are sent home monthly and translation is available to parents.

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

The teachers and staff of San Carlos Park Elementary School have behavioral expectations that are explicitly taught and modeled daily and throughout the school. As a Leader in Me school, an established environment of leadership, communication, respect and time-management among students lays the foundation for their 21st Century Skills. Students practice safety drills throughout the school year.

Classroom mission statements are created by all students and agreed upon by all students.

Classroom and school expectations are reviewed and practiced throughout the school year.

San Carlos Park Elementary has taken numerous measures to ensure the safety of our students and staff. Parents must present identification when picking up students early from school or visiting campus. Safety Patrols and staff members are found throughout the school. In addition, we have male volunteers that make up our Watch DOGS program (Dads of Great Students). San Carlos Park also has fourteen security cameras and one point of entry to the school campus during school hours. A Rainy Day Dismissal procedure is in place to ensure the safety of our students during inclement weather. All staff members are required to complete the Safe School Trainings. Before and after school programs are available for students on a daily basis. Routine safety drills such as fire, tornado, bomb, and lock-down are performed during the year. All classroom doors are to remain locked during the 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

Students are taught and practice behavior expectations through "The Leader in Me", and its mission to empower students to become leaders, and in turn, make good choices, plan, get along with others and use their strengths and talents to solve problems. Teachers are trained and provided resources to ensure these expectations are followed throughout the day. In addition, San Carlos Park has a full-time Behavioral Specialist to work with small groups to model and practice appropriate behavioral expectations. Finally, the school devised a Vision and Mission statement that are posted in each classroom and referred to as a reminder to work together in all instances.

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

A School Counselor is available to students on a daily basis addressing concerns that may affect student learning, thinking, and life. She may be found daily circulating with students at lunch and breakfast, providing age-specific lessons, and providing individual counseling. Student-peer, community, and parent volunteers also provide needs-based mentoring on a daily basis. Currently, each student is assigned to a homeroom teacher that extends the line of support to each student and each student's family.

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 school uses Performance Matters, STAR Reading/Math, STAR Early Literacy, and District Support Applications as early warning systems to identify at-risk students. The reports utilized are the Student Detail Report, Student Item Analysis, Student Growth, Absence, and Suspension Reports. These reports encompass indicators such as the current courses that the student is enrolled in, subject area grades, attendance history, discipline history, and state, district, and school assessment results. This information is available to administration and teachers to collaboratively determine which supports and interventions are appropriate to aide these students.

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	5	
Attendance below 90 percent	32	20	22	23	15	16	128
One or more suspensions	1	6	6	2	0	4	19
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	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
Students exhibiting two or more indicators		

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

There are several interventions that the school has in place to improve the academic performance of students who have been identified through the early warning system as being at-risk. These at-risk students are

provided with learning strategies and remediation of state standards to improve their academic performance.

Teachers, reading coaches, math coaches, resource teachers, teacher leaders, and administration closely monitor student data and meet regularly to discuss the progress of our at-risk students and provide strategies and support to improve student academic growth.

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/219303>.

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

San Carlos Park has a full-time Parent Involvement Specialist and she works to create and sustain partnerships within the community and through businesses. Through these partnerships we are able to provide students with materials and activities to assist with student achievement. Furthermore, a strong relationship with the higher education institutions provide interns and volunteers to San Carlos Park Elementary. A very active PTO ensures that our community and local businesses have a significant role in our daily operations.

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
Buckley, Linda	Assistant Principal
Kutz, Christy	Principal
Morris, Holly	Instructional Coach
Forrey, Danielle	Other
Baker, Abby	Instructional Coach
Henry, Nicole	Instructional Coach
Russo, Brittney	Instructional Coach
Miller, Andrew	Other
Sherman, Tera	Guidance Counselor
Parker, Jack	Other
Williams, Teresa	Instructional Coach

Duties

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

Principal: Christy Kutz

X Allocate Resources/Funds

X Curriculum

X Faculty

X Focus

X Interns

X Leave Requests

X Parents

X Permission to Leave Campus

X PTO

X SAC

X SIP/DA

X A.P.P.L.E.S. Teachers

X Title 1

X Safety

Assistant Principal: Linda Buckley

X Interns

X A.M. Buses

X Cumulative Folders

X Custodians

X Discipline

X District Accreditation

X Maintenance of Building

X Para Subs

X Focus

X Report Cards

X Schedules

X Support Staff

X Textbooks

Math TIF: Andrew Miller

X Teach Math

X Math Curriculum

X Data Collection/Support
X Math Support
X Professional Development
X Safety Patrol & Service Squad
X Model Lessons
X Data Analysis
X Coach
X Meetings
X Planning
X Proctor
X 5th Grade PLC Leader
X Discipline
Reading TIF: Danielle Forrey
X Teach ELA
X ELA Curriculum
X Data Collection/Support
X Literacy Support
X Literacy District Contact
X Professional Development
X Model Lessons
X Data Analysis
X Coach
X Meetings
X Planning
X Proctoring
X 2nd Grade PLC Leader
X Discipline
X SIP/SAC
Intervention Specialist:
X Leader in Me Chair
X 504 Referrals
X Data Collection/Support
X Equity Contact
X Instructional Technology
X MTSS Referrals
X SIR/Professional Development
School Counselor: Tera Sherman
X Community Services
X Gifted Assessment Chair
X Student Supplies
X Student Support Groups
X Test Coordinator
X Watch D.O.G.S.
X W.O.W. Club
X Specials PLC Leader
X Test Coordinator
Reading Coach K-2: Teresa Williams
X Coaching K-2nd Teachers
X Compass Learning Software
X Fair Testing
X Parent Education/Training
X Professional Development
X Reading Street

X Saxon Phonics Fidelity
X Social Studies District Contact
X Professional Development
X Kindergarten PLC Leader
Reading Coach 3-5: Brittany Russo
X Coaching 3-5th Teachers
X Compass Learning Software
X Fair Testing
X Literacy District Contact
X National Elementary Honor Society
X Parent Education/Training
X Professional Development
X Reading Street
X Saxon Phonics Fidelity
X 4th Grade PLC Leader
Writing Coach: Holly Morris
X Coaching K-5 Teachers
X Ambassadors
X Environmental PLC
X ESOL
X Imagine Learning Software
X Rosetta Stone Software
X School Editor
X Professional Development
X Writing Curriculum
X PreK/ESE PLC Leader
Math Coach K-2 Teachers: Nicole Henry
X Coaching Teachers K-2
X Fast Math Software
X Go Math
X Renaissance Math
X Math District Contact
X Math Lab-K-2nd
X Parent Education/ Training
X Professional Development
X 1st Grade PLC Leader
Math Coach 3-5: Abby Baker
X Coaching Teachers 3-5
X Fast Math Software
X Go Math
X Renaissance Math
X Math District Contact
X Parent/Education Training
X Professional Development
X 3rd Grade PLC Leader
Technology: Jack Parker
X Oncourse
X Parentlink
X Performance Matters
X Focus
X School Website
X Sharepoint

X Technology Support/Help Tickets
X Web Applications

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 San Carlos Park Elementary meets on a weekly, monthly, and 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 support. 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 needs of students returning 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
Lisa Miller	Teacher
Abby Datillo	Parent
Bobbi Leighton	Parent
Christy Kutz	Principal
Linda Buckley	Principal
Danielle Forrey	Teacher
Catherine Frazier	Parent
Amber Skulina	Teacher
Brandi Wagoner	Teacher
Tracey Fisher	Parent
Nicole Pabon	Teacher
Trent Brown	Parent
Lindsay Brown	Parent
Chris Ghali	Parent
Sarah Reynolds	Teacher
Sam Reynolds	Parent
Craig Kearney	Teacher
Tess Brennan	Parent
Meredith Shuler	Student
Nicholas Leighton	Student
Christian Pabon	Student
Morgan Pabon	Student
Elise Brown	Student
Miles Brown	Student
Jace Ghali	Student
Kaia Ghali	Student
Allison Kearney	Student
Coral Brennan	Student
Matthew Fisher	Student

Duties

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

Evaluation of last year's school improvement plan

San Carlos Park Elementary understands the importance of parent involvement. The School Advisory Committee is composed of parents, teachers, administrators, and members of the community that meet to discuss the development and implementation of all Title I programs, including the School Involvement Plan, Parent Involvement Plan, as well as how Title I funds will be spent for the upcoming school year. The SAC will have the opportunity to review and approve the SIP at the November meeting for the 2015-2016 school year. Documentation for all parent meetings will include:

flyers, agendas, handouts, minutes, sign-in sheets, and parent meeting surveys that will be maintained in the Title I Toolkit.

Development of this school improvement plan

The School Advisory Council (SAC) will be given a presentation on the School Improvement Plan (SIP) and will have the ability to recommend additions, deletions or changes, then vote on acceptance of the SIP during the SAC meeting in November 2015.

*The SAC Chair or Designee will participate in the writing of the School Improvement Plan and report back to the School Advisory Council for input regarding the School Improvement Plan, modifications to the School Improvement Plan, and final approval of the School Improvement Plan.

Preparation of the school's annual budget and plan

*The School budget is proposed at the SAC meeting in which expected allocated funds are announced. Each department and it's predicted budget amount is stated and geared towards finding ways to utilize the money that will benefit student learning. Possible position losses, gains, and shifts in staff are addressed. Changes in budget from previous years are stated including Gov't for Project Units, IDEA, SAI funds, ESOL, Furniture and Equipment, and Title I funds. An opportunity for the SAC committee to approve the budget is then provided.

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

*School improvement funds will be utilized for professional development, extended learning opportunities, and materials or supplies to support the vision and mission of the school.

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
Forrey, Danielle	Other
Morris, Holly	Instructional Coach
Russo, Brittney	Instructional Coach
Williams, Teresa	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The LLT provides support for teachers for implementation of the District Academic Plans and the District Adopted reading series, Reading Street. The LLT works with teachers to meet the needs of students in teaching curriculum standards. Coaches work with teachers to model and coach best teaching practices and analyzing data.

The LLT provides support for Resource, Intensive Academics and Autism teachers using the intervention piece of the reading series, My Sidewalks. Four additional resource teachers are on staff

to work with the lowest 33% of students in grades K-5. Reading challenges are created to encourage a love of reading for pleasure for all students.

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

Every grade level will participate in a Professional Learning Community to work collaboratively to achieve a common goal of increasing student achievement by focusing on teaching and learning.

Professional Learning Communities:

- Works collaboratively to ensure high levels of learning for all students focusing on results
- Do not work in isolation, but as a whole
- Review student data to decide what needs to be taught
- Develop a pyramid of interventions for students who do not acquire grade level skills
- Develop and evaluate effective lessons
- Monitor student data for mastery

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

1. All applicants are screened through the use of PeopleSoft Recruitment.
2. Once screened, candidates who are highly qualified, and meet the position requirements are identified.
3. Applicants are screened through the use of a rubric, reference checks and resume review.
4. Interviews are then scheduled.
5. The Interviewer or Interview team uses quality, consistent questions during the interview process to determine if an applicant meets the job criteria.
6. Once the candidate is identified and hired, they are placed in an area they will be successful.
7. Administration conducts monthly meetings with new teachers (APPLES)
8. New teachers are partnered with experienced teachers for peer/mentoring opportunities.
9. Principal and Leadership Team: Attend job fair in May to recruit new teachers;
10. Provide professional development aligned with school and district goals, Implement Professional Learning Communities.
11. Frequent Walk-Throughs are provided followed by quality feedback.
12. Coaching and modeling of effective teaching practices are provided to all teachers, based on teacher request, or administrative initiative.
13. Provide an open, friendly, and trusting work environment.

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

1. Mentors meet with beginning/existing teachers to set up goals and objectives for the year.
2. The mentor is provided with formal and informal support in the form of feedback, advice, guidance, and emotional support.
3. Mentor sets up regular classroom observations and will discuss outcomes with the new or existing teacher.
4. Professional development is offered to new or seasoned teacher in areas of need.
5. New or existing teachers are provided the opportunity to observe model classrooms, then given collaborative debriefing time afterwards.
6. Principal/Assistant Principal schedules time to provide the new or existing teacher feedback and

advice.

7. PLC's provide opportunities for collaboration

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

All core instructional programs used have been adopted by the School District of Lee County and have been approved by the Florida Department of Education. Administration ensures the use of these programs through lesson plans, observations, and walk-throughs. In addition, instructional staff are provided with professional development opportunities which specifically address the use and implementation of the Florida Standards. Teachers are advised to utilize the district-provided academic plans in conjunction with the academic blueprints to plan for instruction. The academic plans outline possible instructional resources to ensure alignment to the Florida Standards.

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

Student data towards mastery of Florida standards is collected through both formal and informal assessments by individual teachers and coaches using Performance Matters and/or a standardized data tracking form. The data identifies specific students who have mastered a standard or displayed a deficiency within a standard. Plans are developed to meet their identified needs. Students who remain nonproficient in a standard are offered extended learning opportunities. Students are provided with additional instruction on standards they have not mastered and enrichment for standards they have demonstrated mastery. The differentiated instruction is provided through in-class small group instruction, a daily school-wide 30 minute "WINN" group/iii time, small group with resource teachers and coaches, and whole group instruction through the use of Kagan strategies. WINN is "What I Need Now" and is when students are given direct instruction on a specific standard for a certain amount of time.

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: 8,925

San Carlos Park Elementary will implement extended learning opportunities in academic areas of Speaking and Listening, Literacy, Physical Education, Music, Health, Dance, and Visual Arts. These opportunities will include any student that is interested in cooking, reading books for participation in book battle, baking, gardening, chorus, dance, drama, and fitness club. Clubs will start approximately September 8, 2015 and go until May 17, 2016 on Mondays, Tuesdays, Thursdays, and/or Fridays from 2:15 pm-3:30 pm.

Strategy Rationale

Enrichment activities contribute to a well-rounded education that helps students to gain speaking and listening skills and to reach their highest academic potential.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Kutz, Christy, christymk@leeschools.net

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

Attendance records will be kept of those attending to ensure at least 95% participation in enrichment activities.

Data will also be collected from the Fall 2016 Gallup Student Poll Survey for 5th graders. The Gallup Student Poll is a measure of non-cognitive metrics that predicts student success in academic and other youth development settings. Gallup's research has shown that hope, engagement, and well-being are key factors that drive students' grades, achievement scores, retention, and future employment.

Data will also be collected from the Gallup Poll for teachers taken in the Spring of 2016 to measure engagement, hope, and well-being.

Strategy: After School Program

Minutes added to school year: 480

Dr. Safak from Florida Gulf Coast University has 10 math methods students that will address Content Standards for Mathematics for 3rd grade students in our after school program. Dr. Safak and students will make sense of math problems and provide help in solving them, allow students to reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, and look for and make use of structure.

Strategy Rationale

Students will be provided additional instruction and remediation after school hours to increase their academic success in math.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Kutz, Christy, christymk@leeschools.net

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

Attendance of students will be kept and informal assessments will be given after each of the lessons to measure growth of knowledge in each standard.

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 are held in May for incoming kindergarten students and their families to familiarize them with the school and expectations for the coming year.

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

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.

School Improvement Plan:

San Carlos Park Elementary 2015-2016

Math Goals:

In 2016, 74% of 3rd, 4th, and 5th grade students at San Carlos Park Elementary will make a learning gain in math as measured by the Math FSA.

ELA Goals:

In 2016, 71% of 3rd, 4th, and 5th grade students at San Carlos Park Elementary will make a learning gain in math as measured the ELA FSA.

Science Goal:

In 2016, the 5th grade score will increase from 67% to 70% on the Science FCAT.

Barriers:

- *Data tracking not available to all schools
- *Proficiency in computer skills
- *Differentiated Instruction (DI)
- *Understanding of standards in grades K-5

How we are overcoming the barriers:

- *Switching from direct instruction to student-centered
- *opportunities to practice problem types
- *student engagement
- *professional development on differentiated instruction

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.

*Data tracking of standards is not available to all schools in the district.

*Students need to be proficient in computer skills to be able to effectively take online assessments to demonstrate mastery of standards.

*Professional development in Differentiated Instruction is essential to teachers in order to meet the needs of all learners.

*Professional development in the understanding of standards is vital to increase student achievement.

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. Increase student achievement school-wide by focusing on teaching and learning.

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. Increase student achievement school-wide by focusing on teaching and learning. 1a

G074157

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	71.0
FCAT 2.0 Science Proficiency	70.0
Math Gains	74.0

Resources Available to Support the Goal 2

- District Resources for materials and professional development.
- Continuation of Professional Learning Communities.
- Instructional Coaches in Reading, Math, Science, Writing, Data and MTSS.
- District New Teacher/Mentoring Program (APPLES).
- Implementation of "The Leader in Me." 7 habits of highly effective student leaders.
- Volunteers.
- Title I school for the 2015 - 2016 School Year.
- Parent Involvement Plan.
- Continue Immediate Intensive Instruction "WINN time" school-wide (30 minutes daily).
- Implementation of "The Leader in Me" program school-wide.
- McGraw Hill Social Studies grades K-5 and National Geographic Science for grades K-5/P-Sell for grade 5.
- 2 TIF Teachers.
- Additional ESOL Paraprofessional.
- Parent Involvement Paraprofessional.
- 2 Reading Coaches.
- 2 Math Coaches.
- Science Lab biweekly for grades 3-5.
- Math Lab biweekly for grades K-5.
- Technology in specials rotation for grades K-5.
- Media Specialist.

Targeted Barriers to Achieving the Goal 3

- Data Tracker not Available
- Proficiency in Computer Skills
- Differentiated Instruction
- Understanding of Standards Grades K-5

Plan to Monitor Progress Toward G1. 8

Use of item analysis from Performance Matters in reading, math, and science to drive instruction. Use of intervention strategies from STAR Reading and STAR Early Literacy. Use FCAT and FSA reports from 2013-2015 to determine areas of weakness in instruction as well as data charts kept by teachers.

Person Responsible

Christy Kutz

Schedule

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

Evidence of Completion

Data reports from Performance Matters, District Assessments, School-based Assessments, STAR Reading, STAR Early Literacy, FSA, Cella, FAA, FCAT, Observations.

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. Increase student achievement school-wide by focusing on teaching and learning. **1**

 G074157

G1.B1 Data Tracker not Available **2**

 B193599

G1.B1.S1 Use Performance Matters to track standards tested on District assessments and a checklist for all other formative and summative assessments. **4**

 S205155

Strategy Rationale

Weekly PLC's will allow teachers to analyze data from Performance Matters to make instructional decisions. As teachers work together and share data, best practices will be used to ensure all students master curriculum standards.

Action Step 1 **5**

PLC grade level leaders present ideas on how to keep track of standards taught and mastered to grade levels during PLC's.

Person Responsible

Christy Kutz

Schedule

Weekly, from 8/26/2015 to 6/8/2016

Evidence of Completion

Observations, PLC weekly minutes

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

Monitor for fidelity of using data

Person Responsible

Christy Kutz

Schedule

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

Evidence of Completion

Leadership Team Minutes, PLC Minutes, Lesson Plans, Observations

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

Monitor effectiveness of using data

Person Responsible

Christy Kutz

Schedule

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

Evidence of Completion

Observation, Classroom Walk-throughs, Assessments, Teacher Feedback

G1.B1.S2 Students use "Leader in Me" notebook to self-track data. 4

S205156

Strategy Rationale

As a Leader in Me school, students take ownership of their learning by setting goals and making action plans to achieve their goals.

Action Step 1 5

Professional Development: Leader in Me

Person Responsible

Christy Kutz

Schedule

On 8/14/2015

Evidence of Completion

Student Leadership Notebooks

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

Monitor for fidelity of students using data notebooks

Person Responsible

Christy Kutz

Schedule

Monthly, from 9/14/2015 to 6/10/2016

Evidence of Completion

Observation, Classroom Walk-throughs, Student Leadership Notebooks

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

Monitor effectiveness of using data notebooks

Person Responsible

Christy Kutz

Schedule

Monthly, from 9/14/2015 to 6/10/2016

Evidence of Completion

Observations, Classroom Walk-throughs, Assessments, Teacher Feedback

G1.B1.S3 To implement parts of the program "Castle". 4

 S205157

Strategy Rationale

To track mastery of standards.

Action Step 1 5

To implement parts of the program "Castle" to monitor students' mastery of standards.

Person Responsible

Andrew Miller

Schedule

Daily, from 11/16/2015 to 6/10/2016

Evidence of Completion

Observation, PLC Minutes, Lesson Plans

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

Monitor fidelity of using the data tracker for standards

Person Responsible

Christy Kutz

Schedule

Monthly, from 11/16/2015 to 6/10/2016

Evidence of Completion

Observations, Lesson Plans, Classroom Walk-throughs, PLC Minutes

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

Monitor effectiveness of the program "Castle"

Person Responsible

Christy Kutz

Schedule

Monthly, from 11/16/2015 to 6/10/2016

Evidence of Completion

Observation, Assessments, Teacher Feedback

G1.B2 Proficiency in Computer Skills 2

 B193600

G1.B2.S1 Technology in specials rotation for grades K-5 4

 S205158

Strategy Rationale

To provide direct instruction to all students on how to properly use a computer.

Action Step 1 5

Technology Lab for grades K-5 during specials rotation.

Person Responsible

Linda Buckley

Schedule

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

Evidence of Completion

San Carlos Park Elementary 10-day Specials Rotation Schedule

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

Monitor for fidelity of time used in technology lab class for students to practice keyboarding skills

Person Responsible

Christy Kutz

Schedule

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

Evidence of Completion

Technology Teacher's Lesson Plans, Observations, Walk-throughs

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

Monitor for effectiveness of using technology lab class for direct instruction of computer skills

Person Responsible

Christy Kutz


Schedule

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

Evidence of Completion

Observation, Assessments

G1.B2.S2 District provided math demonstration for District Math Online Assessments and FSA type questions. **4**

 S205159

Strategy Rationale

To give students time to navigate and manipulate drop down menus when taking an online assessment.

Action Step 1 **5**

Students in grades 3-5 will take a math demonstration online to practice how to answer formative and summative online assessment questions.

Person Responsible

Abby Baker

Schedule

On 11/6/2015

Evidence of Completion

Data from Performance Matters, Lesson Plans, Observations

Plan to Monitor Fidelity of Implementation of G1.B2.S2 **6**

Monitor for fidelity of implementation of math demonstration

Person Responsible

Christy Kutz

Schedule

Monthly, from 11/9/2015 to 6/10/2016

Evidence of Completion

Data from Performance Matters, Lesson Plans

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Monitor for effectiveness of implementation of students taking math demonstration.

Person Responsible

Christy Kutz

Schedule

On 6/10/2016

Evidence of Completion

Data from Performance Matters, Teacher Feedback

G1.B3 Differentiated Instruction 2

 B193601

G1.B3.S1 Instructional staff work hours are changed to accommodate one-hour participation of weekly Professional Learning Community in grade level teams. 4

 S205160

Strategy Rationale

Teachers will meet on a weekly basis to work in grade level PLC's to best meet the needs of students and plan for differentiated instruction.

Action Step 1 5

Change teacher work hours to allow for at least a one-hour block of time per week to implement PLC's in grade level teams.

Person Responsible

Christy Kutz

Schedule

Weekly, from 8/17/2015 to 6/13/2016

Evidence of Completion

Staff Handbook

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

Monitor for fidelity of changing staff work hours

Person Responsible

Christy Kutz

Schedule

Weekly, from 8/17/2015 to 6/13/2016

Evidence of Completion

Observation

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

Monitor for effectiveness of changing work hours

Person Responsible

Christy Kutz

Schedule

Weekly, from 8/17/2015 to 6/13/2016

Evidence of Completion

Observation, Leadership Team Minutes, Teacher Feedback

G1.B3.S2 Professional Development: Kagan Strategies 4

S205161

Strategy Rationale

To promote critical thinking and problem solving to meet the needs of all students.

Action Step 1 5

Professional Development: Kagan Strategies

Person Responsible

Christy Kutz

Schedule

On 8/17/2015

Evidence of Completion

Individual teacher in-service report

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Monitor for fidelity of implementation of Kagan Strategies

Person Responsible

Christy Kutz

Schedule

Monthly, from 8/17/2015 to 6/10/2016

Evidence of Completion

Lesson Plans, Observations, Walk-throughs

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Monitor for effectiveness of Kagan Strategies

Person Responsible

Christy Kutz


Schedule

On 10/3/2016

Evidence of Completion

2016 Gallup Student Poll Results to show engagement, hope, and well-being of students

G1.B3.S3 Professional Development: Co-Teaching Inclusion Model 4

 S205162

Strategy Rationale

To promote critical thinking and problem solving to meet the needs of all students.

Action Step 1 5

Professional Development on the co-teaching/inclusion model to all teachers

Person Responsible

Christy Kutz

Schedule

On 10/26/2015

Evidence of Completion

Individual teacher in-service report

Action Step 2 5

To provide on-going coaching support to co-teaching classrooms

Person Responsible

Christy Kutz

Schedule

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

Evidence of Completion

Teacher feedback, Individual teacher in-service report

Plan to Monitor Fidelity of Implementation of G1.B3.S3 6

Monitor for fidelity of using effective strategies

Person Responsible

Christy Kutz

Schedule

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

Evidence of Completion

Observation, Lesson Plans, Classroom Walk-throughs, Assessments

Plan to Monitor Effectiveness of Implementation of G1.B3.S3 7

Monitor effectiveness of effective strategies

Person Responsible

Christy Kutz

Schedule

On 6/10/2016

Evidence of Completion

Observation, Classroom Walk-throughs, Assessments, Teacher Feedback

G1.B3.S4 Professional Development: Thinking Maps 4

 S205163

Strategy Rationale

To promote critical thinking and problem solving to meet the needs of all students.

Action Step 1 5

Professional Development: Thinking Maps

Person Responsible

Christy Kutz

Schedule

On 8/12/2015

Evidence of Completion

Individual teacher in-service report

Plan to Monitor Fidelity of Implementation of G1.B3.S4 6

Monitor for fidelity of implementation of thinking maps

Person Responsible

Christy Kutz

Schedule

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

Evidence of Completion

Observations, Walk-throughs, Lesson Plans, Student Work on Display

Plan to Monitor Effectiveness of Implementation of G1.B3.S4 7

Monitor for effectiveness of implementation of thinking maps

Person Responsible

Christy Kutz


Schedule

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

Evidence of Completion

Teacher feedback, Assessments, Gallop Student Poll Results in the Fall (5th Grade only)

G1.B3.S5 Professional Development: Data Driven Systems 4

 S205164

Strategy Rationale

Action Step 1 5

Professional Development: Progressive Bridges

Person Responsible

Christy Kutz

Schedule

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

Evidence of Completion

Teacher feedback, PLC minutes

Plan to Monitor Fidelity of Implementation of G1.B3.S5 6

Monitor for fidelity of implementation of effective strategies

Person Responsible

Christy Kutz

Schedule

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

Evidence of Completion

Teacher feedback, Observations, Classroom Walk-throughs

Plan to Monitor Effectiveness of Implementation of G1.B3.S5 7

Monitor for effectiveness of implementation of effective strategies

Person Responsible

Christy Kutz


Schedule

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

Evidence of Completion

Teacher feedback, Assessments

G1.B4 Understanding of Standards Grades K-5 2

 B193602

G1.B4.S1 Professional Development: Thinking Maps 4

 S205165

Strategy Rationale

To promote critical thinking and problem solving to meet the needs of all students.

Action Step 1 5

Professional Development: Thinking Maps

Person Responsible

Christy Kutz

Schedule

On 8/12/2015

Evidence of Completion

Individual Teacher In-service Reports

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

Monitor for fidelity of implementation of Thinking Maps

Person Responsible

Christy Kutz

Schedule

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

Evidence of Completion

Lesson plans, Observations, Classroom Walk-throughs

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

Monitor and support the effectiveness of implementation of Thinking Maps

Person Responsible

Christy Kutz

Schedule

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

Evidence of Completion

Assessments, Observations, Student Work Samples

G1.B4.S2 Professional Development: English Language Arts Standards 4

 S205166

Strategy Rationale

Teachers will examine English Language Arts Standards and new academic plans with pacing range guides, resources, and checkpoints.

Action Step 1 5

Professional Development: English Language Arts Standards

Person Responsible

Christy Kutz

Schedule

On 8/18/2015

Evidence of Completion

Individual Teacher In-service Report

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Monitor for fidelity of implementation of English Language Arts Standards

Person Responsible

Christy Kutz

Schedule

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

Evidence of Completion

Lesson Plans, Observations, Classroom Walk-throughs

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

Monitor for effectiveness of implementation of English Language Arts Standards

Person Responsible

Christy Kutz

Schedule

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

Evidence of Completion

Assessments, Observations, Student Work Samples

G1.B4.S3 Professional Development: Math Standards 4

S205167

Strategy Rationale

Teachers will examine Math Standards and new academic plans with pacing range guides, resources, and checkpoints.

Action Step 1 5

Professional Development: Math Standards

Person Responsible

Christy Kutz

Schedule

On 8/19/2015

Evidence of Completion

Individual Teacher In-service Report

Plan to Monitor Fidelity of Implementation of G1.B4.S3 6

Monitor for fidelity of implementation of Math Standards

Person Responsible

Christy Kutz

Schedule

On 6/10/2016

Evidence of Completion

Lesson Plans, Observations, Classroom Walk-throughs

Plan to Monitor Effectiveness of Implementation of G1.B4.S3 7

Monitor and support the effectiveness of implementation of Math Standards

Person Responsible

Christy Kutz

Schedule

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

Evidence of Completion

Assessments, Observation, PLC Minutes, Classroom Walk-throughs, Student Work Samples

G1.B4.S4 Hire two TIF Teachers (Teacher Incentive Fund) to help increase student achievement in math and reading. 4

 S205168

Strategy Rationale

As teachers work together and share data, best practices will be used to ensure all students master curriculum standards.

Action Step 1 5

Hire one TIF Teacher that specializes in Reading and hire one TIF Teacher that specializes in Math. They will help plan, model, and provide resources and support of the Math and ELA Standards to classroom teachers.

Person Responsible

Christy Kutz

Schedule

Annually, from 8/12/2015 to 6/13/2016

Evidence of Completion

Personnel Records from Peoplesoft

Plan to Monitor Fidelity of Implementation of G1.B4.S4 6

Monitor for fidelity of implementation of two TIF teachers

Person Responsible

Christy Kutz

Schedule

Daily, from 8/24/2015 to 6/13/2016

Evidence of Completion

Lesson Plans, PLC Minutes

Plan to Monitor Effectiveness of Implementation of G1.B4.S4 7

Monitor and support the effectiveness of the implementation of two TIF teachers

Person Responsible

Christy Kutz


Schedule

Monthly, from 8/24/2015 to 6/13/2016

Evidence of Completion

Assessments, Teacher Feedback, Observations

G1.B4.S5 Hire one primary reading coach and one intermediate reading coach. Hire one primary math coach and one intermediate math coach. 4

 S205169

Strategy Rationale

As teachers work together and share data, best practices will be used to ensure all students master curriculum standards.

Action Step 1 5

Hire a Reading Coach for grades K-2, a Reading Coach for grades 3-5, a Math Coach for grades K-2, and a Math Coach for grades 3-5 to help plan, model, and provide resources and support of Math and ELA Standards to classroom teachers.

Person Responsible

Christy Kutz

Schedule

Annually, from 8/12/2015 to 6/13/2016

Evidence of Completion

Personnel Records from Peoplesoft

Plan to Monitor Fidelity of Implementation of G1.B4.S5 6

Monitor for fidelity of implementation of the two Reading Coaches and the two Math Coaches

Person Responsible

Linda Buckley

Schedule

Monthly, from 8/24/2015 to 6/13/2016

Evidence of Completion

Class schedules, Lesson Plans

Plan to Monitor Effectiveness of Implementation of G1.B4.S5 7

Monitor for effectiveness of implementation of the two Reading Coaches and the two Math Coaches

Person Responsible

Christy Kutz

Schedule

Daily, from 8/24/2015 to 6/13/2016

Evidence of Completion

Classroom Walk-throughs, Lesson Plans, Assessments, Teacher Feedback

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	PLC grade level leaders present ideas on how to keep track of standards taught and mastered to grade levels during PLC's.	Kutz, Christy	8/26/2015	Observations, PLC weekly minutes	6/8/2016 weekly
G1.B1.S2.A1	Professional Development: Leader in Me	Kutz, Christy	8/13/2015	Student Leadership Notebooks	8/14/2015 one-time
G1.B1.S3.A1	To implement parts of the program "Castle" to monitor students' mastery of standards.	Miller, Andrew	11/16/2015	Observation, PLC Minutes, Lesson Plans	6/10/2016 daily
G1.B2.S1.A1	Technology Lab for grades K-5 during specials rotation.	Buckley, Linda	8/24/2015	San Carlos Park Elementary 10-day Specials Rotation Schedule	6/10/2016 biweekly
G1.B2.S2.A1	Students in grades 3-5 will take a math demonstration online to practice how to answer formative and summative online assessment questions.	Baker, Abby	10/26/2015	Data from Performance Matters, Lesson Plans, Observations	11/6/2015 one-time
G1.B3.S1.A1	Change teacher work hours to allow for at least a one-hour block of time per week to implement PLC's in grade level teams.	Kutz, Christy	8/17/2015	Staff Handbook	6/13/2016 weekly
G1.B3.S2.A1	Professional Development: Kagan Strategies	Kutz, Christy	8/17/2015	Individual teacher in-service report	8/17/2015 one-time
G1.B3.S3.A1	Professional Development on the co-teaching/inclusion model to all teachers	Kutz, Christy	10/26/2015	Individual teacher in-service report	10/26/2015 one-time
G1.B3.S4.A1	Professional Development: Thinking Maps	Kutz, Christy	8/12/2015	Individual teacher in-service report	8/12/2015 one-time
G1.B3.S5.A1	Professional Development: Progressive Bridges	Kutz, Christy	8/24/2015	Teacher feedback, PLC minutes	6/10/2016 monthly
G1.B4.S1.A1	Professional Development: Thinking Maps	Kutz, Christy	8/12/2015	Individual Teacher In-service Reports	8/12/2015 one-time
G1.B4.S2.A1	Professional Development: English Language Arts Standards	Kutz, Christy	8/18/2015	Individual Teacher In-service Report	8/18/2015 one-time
G1.B4.S3.A1	Professional Development: Math Standards	Kutz, Christy	8/19/2015	Individual Teacher In-service Report	8/19/2015 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S4.A1	Hire one TIF Teacher that specializes in Reading and hire one TIF Teacher that specializes in Math. They will help plan, model, and provide resources and support of the Math and ELA Standards to classroom teachers.	Kutz, Christy	8/12/2015	Personnel Records from Peoplesoft	6/13/2016 annually
G1.B4.S5.A1	Hire a Reading Coach for grades K-2, a Reading Coach for grades 3-5, a Math Coach for grades K-2, and a Math Coach for grades 3-5 to help plan, model, and provide resources and support of Math and ELA Standards to classroom teachers.	Kutz, Christy	8/12/2015	Personnel Records from Peoplesoft	6/13/2016 annually
G1.B3.S3.A2	To provide on-going coaching support to co-teaching classrooms	Kutz, Christy	9/28/2015	Teacher feedback, Individual teacher in-service report	6/10/2016 weekly
G1.MA1	Use of item analysis from Performance Matters in reading, math, and science to drive instruction. Use of intervention strategies from STAR Reading and STAR Early Literacy. Use FCAT and FSA reports from 2013-2015 to determine areas of weakness in instruction as well as data charts kept by teachers.	Kutz, Christy	8/24/2015	Data reports from Performance Matters, District Assessments, School-based Assessments, STAR Reading, STAR Early Literacy, FSA, Cella, FAA, FCAT, Observations.	6/10/2016 monthly
G1.B1.S1.MA1	Monitor effectiveness of using data	Kutz, Christy	8/24/2015	Observation, Classroom Walk-throughs, Assessments, Teacher Feedback	6/10/2016 monthly
G1.B1.S1.MA1	Monitor for fidelity of using data	Kutz, Christy	8/24/2015	Leadership Team Minutes, PLC Minutes, Lesson Plans, Observations	6/10/2016 weekly
G1.B2.S1.MA1	Monitor for effectiveness of using technology lab class for direct instruction of computer skills	Kutz, Christy	8/24/2015	Observation, Assessments	6/10/2016 monthly
G1.B2.S1.MA1	Monitor for fidelity of time used in technology lab class for students to practice keyboarding skills	Kutz, Christy	8/24/2015	Technology Teacher's Lesson Plans, Observations, Walk-throughs	6/10/2016 weekly
G1.B3.S1.MA1	Monitor for effectiveness of changing work hours	Kutz, Christy	8/17/2015	Observation, Leadership Team Minutes, Teacher Feedback	6/13/2016 weekly
G1.B3.S1.MA1	Monitor for fidelity of changing staff work hours	Kutz, Christy	8/17/2015	Observation	6/13/2016 weekly
G1.B4.S1.MA1	Monitor and support the effectiveness of implementation of Thinking Maps	Kutz, Christy	8/24/2015	Assessments, Observations, Student Work Samples	6/10/2016 daily
G1.B4.S1.MA1	Monitor for fidelity of implementation of Thinking Maps	Kutz, Christy	8/24/2015	Lesson plans, Observations, Classroom Walk-throughs	6/10/2016 daily
G1.B1.S2.MA1	Monitor effectiveness of using data notebooks	Kutz, Christy	9/14/2015	Observations, Classroom Walk-throughs, Assessments, Teacher Feedback	6/10/2016 monthly
G1.B1.S2.MA1	Monitor for fidelity of students using data notebooks	Kutz, Christy	9/14/2015	Observation, Classroom Walk-throughs, Student Leadership Notebooks	6/10/2016 monthly
G1.B2.S2.MA1	Monitor for effectiveness of implementation of students taking math demonstration.	Kutz, Christy	11/9/2015	Data from Performance Matters, Teacher Feedback	6/10/2016 one-time
G1.B2.S2.MA1	Monitor for fidelity of implementation of math demonstration	Kutz, Christy	11/9/2015	Data from Performance Matters, Lesson Plans	6/10/2016 monthly
G1.B3.S2.MA1	Monitor for effectiveness of Kagan Strategies	Kutz, Christy	10/3/2016	2016 Gallup Student Poll Results to show engagement, hope, and well-being of students	10/3/2016 one-time
G1.B3.S2.MA1	Monitor for fidelity of implementation of Kagan Strategies	Kutz, Christy	8/17/2015	Lesson Plans, Observations, Walk-throughs	6/10/2016 monthly
G1.B4.S2.MA1	Monitor for effectiveness of implementation of English Language Arts Standards	Kutz, Christy	8/24/2015	Assessments, Observations, Student Work Samples	6/10/2016 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S2.MA1	Monitor for fidelity of implementation of English Language Arts Standards	Kutz, Christy	8/24/2015	Lesson Plans, Observations, Classroom Walk-throughs	6/10/2016 daily
G1.B1.S3.MA1	Monitor effectiveness of the program "Castle"	Kutz, Christy	11/16/2015	Observation, Assessments, Teacher Feedback	6/10/2016 monthly
G1.B1.S3.MA1	Monitor fidelity of using the data tracker for standards	Kutz, Christy	11/16/2015	Observations, Lesson Plans, Classroom Walk-throughs, PLC Minutes	6/10/2016 monthly
G1.B3.S3.MA1	Monitor effectiveness of effective strategies	Kutz, Christy	10/26/2015	Observation, Classroom Walk-throughs, Assessments, Teacher Feedback	6/10/2016 one-time
G1.B3.S3.MA1	Monitor for fidelity of using effective strategies	Kutz, Christy	10/26/2015	Observation, Lesson Plans, Classroom Walk-throughs, Assessments	6/10/2016 weekly
G1.B4.S3.MA1	Monitor and support the effectiveness of implementation of Math Standards	Kutz, Christy	8/24/2015	Assessments, Observation, PLC Minutes, Classroom Walk-throughs, Student Work Samples	6/10/2016 monthly
G1.B4.S3.MA1	Monitor for fidelity of implementation of Math Standards	Kutz, Christy	8/24/2015	Lesson Plans, Observations, Classroom Walk-throughs	6/10/2016 one-time
G1.B3.S4.MA1	Monitor for effectiveness of implementation of thinking maps	Kutz, Christy	8/24/2015	Teacher feedback, Assessments, Gallop Student Poll Results in the Fall (5th Grade only)	6/10/2016 monthly
G1.B3.S4.MA1	Monitor for fidelity of implementation of thinking maps	Kutz, Christy	8/24/2015	Observations, Walk-throughs, Lesson Plans, Student Work on Display	6/10/2016 daily
G1.B4.S4.MA1	Monitor and support the effectiveness of the implementation of two TIF teachers	Kutz, Christy	8/24/2015	Assessments, Teacher Feedback, Observations	6/13/2016 monthly
G1.B4.S4.MA1	Monitor for fidelity of implementation of two TIF teachers	Kutz, Christy	8/24/2015	Lesson Plans, PLC Minutes	6/13/2016 daily
G1.B3.S5.MA1	Monitor for effectiveness of implementation of effective strategies	Kutz, Christy	10/26/2015	Teacher feedback, Assessments	6/10/2016 monthly
G1.B3.S5.MA1	Monitor for fidelity of implementation of effective strategies	Kutz, Christy	8/24/2015	Teacher feedback, Observations, Classroom Walk-throughs	6/10/2016 monthly
G1.B4.S5.MA1	Monitor for effectiveness of implementation of the two Reading Coaches and the two Math Coaches	Kutz, Christy	8/24/2015	Classroom Walk-throughs, Lesson Plans, Assessments, Teacher Feedback	6/13/2016 daily
G1.B4.S5.MA1	Monitor for fidelity of implementation of the two Reading Coaches and the two Math Coaches	Buckley, Linda	8/24/2015	Class schedules, Lesson Plans	6/13/2016 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.

G1. Increase student achievement school-wide by focusing on teaching and learning.

G1.B1 Data Tracker not Available

G1.B1.S1 Use Performance Matters to track standards tested on District assessments and a checklist for all other formative and summative assessments.

PD Opportunity 1

PLC grade level leaders present ideas on how to keep track of standards taught and mastered to grade levels during PLC's.

Facilitator

PLC Leaders by grade level: Kindergarten: Teresa Williams, 1st Grade: Nikki Henry, 2nd Grade: Dani Forrey, 3rd Grade: Abby Baker, 4th Grade: Brittney Russo, 5th Grade: Andrew Miller, Pre-K and ESE: Holly Morris

Participants

Teachers

Schedule

Weekly, from 8/26/2015 to 6/8/2016

G1.B1.S2 Students use "Leader in Me" notebook to self-track data.

PD Opportunity 1

Professional Development: Leader in Me

Facilitator

Lonnie Moore

Participants

Teachers

Schedule

On 8/14/2015

G1.B1.S3 To implement parts of the program "Castle".

PD Opportunity 1

To implement parts of the program "Castle" to monitor students' mastery of standards.

Facilitator

Andrew Miller

Participants

Teachers

Schedule

Daily, from 11/16/2015 to 6/10/2016

G1.B3 Differentiated Instruction

G1.B3.S2 Professional Development: Kagan Strategies

PD Opportunity 1

Professional Development: Kagan Strategies

Facilitator

Ashley Weicht

Participants

teachers

Schedule

On 8/17/2015

G1.B3.S3 Professional Development: Co-Teaching Inclusion Model

PD Opportunity 1

Professional Development on the co-teaching/inclusion model to all teachers

Facilitator

Dr. Rebecca Hines

Participants

teachers

Schedule

On 10/26/2015

PD Opportunity 2

To provide on-going coaching support to co-teaching classrooms

Facilitator

Dr. Lisa Dieker and doctoral candidates

Participants

general education teachers and ESE teachers in the co-teaching model classrooms

Schedule

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

G1.B3.S4 Professional Development: Thinking Maps

PD Opportunity 1

Professional Development: Thinking Maps

Facilitator

James Dean

Participants

teachers

Schedule

On 8/12/2015

G1.B3.S5 Professional Development: Data Driven Systems

PD Opportunity 1

Professional Development: Progressive Bridges

Facilitator

Dr. Pam Bruening

Participants

teachers

Schedule

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

G1.B4 Understanding of Standards Grades K-5

G1.B4.S1 Professional Development: Thinking Maps

PD Opportunity 1

Professional Development: Thinking Maps

Facilitator

James Dean

Participants

Teachers

Schedule

On 8/12/2015

G1.B4.S2 Professional Development: English Language Arts Standards

PD Opportunity 1

Professional Development: English Language Arts Standards

Facilitator

District trainers

Participants

Teachers

Schedule

On 8/18/2015

G1.B4.S3 Professional Development: Math Standards

PD Opportunity 1

Professional Development: Math Standards

Facilitator

District trainers

Participants

Teachers

Schedule

On 8/19/2015

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	PLC grade level leaders present ideas on how to keep track of standards taught and mastered to grade levels during PLC's.				\$0.00
2	G1.B1.S2.A1	Professional Development: Leader in Me				\$23,946.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400		0631 - San Carlos Park Elementary School	Title I Part A		\$12,996.00
	6400		0631 - San Carlos Park Elementary School	Title I Part A		\$4,950.00
<i>Notes: On-going Coaching Support for "Leader in Me" through Franklin Covey</i>						
	6400		0631 - San Carlos Park Elementary School	Title I Part A		\$6,000.00
<i>Notes: "Leader in Me" Symposium</i>						
3	G1.B1.S3.A1	To implement parts of the program "Castle" to monitor students' mastery of standards.				\$0.00
4	G1.B2.S1.A1	Technology Lab for grades K-5 during specials rotation.				\$0.00
5	G1.B2.S2.A1	Students in grades 3-5 will take a math demonstration online to practice how to answer formative and summative online assessment questions.				\$0.00
6	G1.B3.S1.A1	Change teacher work hours to allow for at least a one-hour block of time per week to implement PLC's in grade level teams.				\$0.00
7	G1.B3.S2.A1	Professional Development: Kagan Strategies				\$0.00
8	G1.B3.S3.A1	Professional Development on the co-teaching/inclusion model to all teachers				\$2,100.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400		0631 - San Carlos Park Elementary School	Title I Part A		\$2,100.00
<i>Notes: Teacher In-service Day</i>						
9	G1.B3.S3.A2	To provide on-going coaching support to co-teaching classrooms				\$0.00
10	G1.B3.S4.A1	Professional Development: Thinking Maps				\$5,040.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0631 - San Carlos Park Elementary School	Title I Part A		\$5,040.00

Budget Data						
11	G1.B3.S5.A1	Professional Development: Progressive Bridges				\$5,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400		0631 - San Carlos Park Elementary School	Title I Part A		\$5,500.00
12	G1.B4.S1.A1	Professional Development: Thinking Maps				\$0.00
13	G1.B4.S2.A1	Professional Development: English Language Arts Standards				\$0.00
14	G1.B4.S3.A1	Professional Development: Math Standards				\$0.00
15	G1.B4.S4.A1	Hire one TIF Teacher that specializes in Reading and hire one TIF Teacher that specializes in Math. They will help plan, model, and provide resources and support of the Math and ELA Standards to classroom teachers.				\$0.00
16	G1.B4.S5.A1	Hire a Reading Coach for grades K-2, a Reading Coach for grades 3-5, a Math Coach for grades K-2, and a Math Coach for grades 3-5 to help plan, model, and provide resources and support of Math and ELA Standards to classroom teachers.				\$0.00
					Total:	\$36,586.00