The Sanibel School

2015-16 School Improvement Plan

The Sanibel School

3840 SANIBEL CAPTIVA RD, Sanibel, FL 33957

http://sbl.leeschools.net/

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Combination	No	19%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	13%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

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.

Table of Contents

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

All students will thrive in our nurturing learning community.

Provide the school's vision statement

All students will thrive in our nurturing learning community.

School Environment

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

The teachers have students fill out surveys at the beginning of the year to learn about each student's cultural background. Teachers use this information to develop a rapport with each student and his or her family.
The school counselor hosts meetings twice a year with our ELL families to build relationships between the school and home.
The school's PTA hosts a welcome tea on the first day of the school year to welcome new families to the school and to encourage them to get involved with the school and the community.

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

Lessons on topics from the monthly character education words are presented by the school counselor and the school resource officer in an effort to develop an environment where students feel safe and respected by their peers and the school staff. Weekly lessons are presented in grades K-5, and monthly lessons are presented in grades 6-8.
Every child in grades 5 - 8 is given a TIP card with directions on how to anonymously report a concern about something happening at the school or in the community.

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

We have a positive behavior plan for every grade level in the school.
At the elementary level teachers use a classroom DoJo program to reinforce positive behavior daily. Kagan strategies are incorporated daily to increase student engagement and team building. On Fridays classes are treated to a "Something Special Time" the activity during this time varies by grade level. All students participate.
K and 1 classrooms have a citizen of the week program.
Each teacher in grades K-8 has developed a positive reward system for their classroom.
Every student in grades K-8 is expected to follow the the established school rules. If the rules are not followed there is a hierarchy of consequences that are in place to ensure clear and consistent behavioral expectations.

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

The school strives to provide a nurturing environment for all students. Students are encouraged to fill out a "blue slip" when they wish to talk with a staff member about a concern. The student meets with the person that he or she has requested to speak with (counselor, assistant principal, school resource officer, principal, or a specific teacher) to discuss the concern and the adult counsels them on strategies to help resolve the problem.

Each year the counselor teaches a peer mediation class and develops a core group of students who are then assigned to mediate minor student disagreements.

The counselor also conducts a regular "lunch bunch" with students in need of social supports.

This year during our middle school Dragon Time, a time when students work on needed academic skills, we have incorporated 3 days a month of mentoring and team building.

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 Sanibel School utilizes all of the district adopted data management systems including Focus, Performance Matters, and Castle. These systems provide teachers and administrators with comprehensive access to all school databases, thereby assisting with the detailed analysis of school, classroom and student level data. Performance Matters databases assist the school with the continual tracking of student data to monitor student progress. Management of early warning systems such as attendance, suspensions, and course failures are tracked via Pinnacle.

Early Warning Indicators include, but are not limited to attendance, suspensions, course failures at interim's, quarters, and year end grades, failure of End of Course exams, and failure to pass the statewide test in math or language arts. Much of this information is analyzed twice a quarter, at interim time and at the end of the quarter.

The Sanibel School is also piloting a second data management system called Castle. Castle tracks attendance, discipline, parent contacts by teachers and administrators. Castle data can be pulled up to include MTSS data, and all other early warning signs listed above during MTSS meetings.

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	6	7	8	
Attendance below 90 percent	2	4	2	1	0	2	4	6	1	22
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	1	1	0	1	0	3
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level		Total
	5	7	
Students exhibiting two or more indicators	1	1	2

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

Interventions strategies employed by the school to improve academic performance are listed below. The interventions are based on course failure, and low scores on summative, and district progress monitoring tests for the 2014-2015 school year as FSA data in unavailable.

1. Child Study Team meetings held at least 3 times a year.
2. MTSS meetings held at least 3 times a year for students, to include parents, teachers,an administrator, the school counselor and reading specialist. When needed the school psychologist, the school speech pathologist, and a district ESOL support person may also be asked to attend.
3. ZAP time is held 4 times a week starting on September 22nd for students in middle school who have earned a "0" on work for the week.
4. Intensive Reading and Math Classes for middle school students who scored a 1 or a 2 on the FCAT math or reading tests in middle school.
5. "Dragon Time" held 4 times a week for 30 minutes, to remediate middle school students who are in need of extra support in one or more classes.
6. 30 minutes of intervention time built into the elementary school calendar to remediate students as identified in PLC's.
7. Reading-Round Up in elementary school for students who need extra reading support, 5 days a week for 30 minutes.
8. The After-School Program runs 4 days a week from 2:30-3:30 for students who need extra support in school.
Attendance:
9. Letters are mailed home to parents when their student has had four or more unexcused absences within a thirty day period. Follow up conferences are held as needed.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

The Sanibel School will hold a minimum of one parent workshop on the Growth Mindset during the 2015-2016 school year.
The Sanibel School sends home a weekly newsletter through Parent Link, which communicates academic and social activities occurring at the school.
Teachers and administrators work closely with parent committees, such as the PTA and SAC to inform its members of new guidelines and educational reforms as they are implemented at the school, and routinely ask for feedback from these groups.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school works closely with business and community partners who provide support to the school and to enhance student achievement. Business partners are actively recruited annually by a parent and school leaders. Their contributions to the school are recognized through the school and local

newspapers and on the school TV. They are recognized as Blue Ribbon Partners of the School at an annual recognition program.

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
Von Harten, Barbara	Principal
Wassman, Wendy	Instructional Coach
Camp, Brittany	Teacher, K-12
Macalka, Tiani	Teacher, K-12
Sanders, Laurie	Teacher, K-12
Yates, Pamela	Teacher, ESE
McDonnell, MaryEileen	Teacher, K-12
Reid, Jamie	Assistant Principal

Duties

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

The school leadership team consists of the PLC chairs for each of the schools four professional learning communities within the school, and the school's administrators. The leadership team meets at least twice monthly to review PLC progress towards set goals, and to discuss and review continued progress monitoring of data.
Each PLC Chairperson is an instructional leader in the school. The leaders meet weekly with their PLC team to review data, interventions, successes,and failures. Each PLC chairperson then records the data on the school's SharePoint Site and reports back to the Leadership Team.
The Leadership Team records the information on the school website under Leadership Meetings.
The Leadership team supports each PLC by reviewing weekly agendas, discussing progress towards goals, and giving suggestions to achieve set goals.
Each PLC Chairperson is responsible to report back to the Leadership Team. Each member of the leadership team reviews school-wide systems in place, and where applicable suggests services or programs to improve student outcomes.

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 Leadership Team meets on Wednesday mornings before school bi-monthly.
The Leadership Team looks at PLC data to determine needs, and coordinates professional development within the school to meet the needs of teachers.
The school leadership team looks at data from each PLC team and identifies resources to meet the needs of all students. Resources available at The Sanibel School are listed below.
A representative of the Leadership Team is a member of the Child Study Team and the school MTSS

team, so that information flows from one group to another. The MTSS team meets on an as needed basis to discuss students of concern. Child Study meetings are regularly scheduled during the year, and teachers are encouraged to bring a student to the MTSS team when there is a concern about academic progress or behavior. School and individual students' progress data is analyzed to ensure that specific students' and or program needs of all students are being met within a multi-tiered system of student supports. The team uses a 5 step problem solving process as outlined in the district's MTSS manual.

Federal, state and local funds are used to improve student progress at The Sanibel School.

Funds will be used to purchase dictionaries and foreign library books and computer software for our ESOL students. The dictionaries will be used by ESOL students to increase their understanding of vocabulary in all subject areas.

SAI funds are used to pay for a reading paraprofessional to provide extra instructional support for students who are performing below level in reading and need extra reading help. The reading paraprofessional meets with Tier 2 students five days per week for an extra 30 minutes of reading instruction. Data is kept by the paraprofessional, shared with classroom teachers and regularly reviewed with the school's reading coach. SAI funds are also used to purchase materials that support the schools reading program at the elementary level.

Title II funds will be used to support PLC training. Professional Learning Communities were formed during the 2013-2014 school year with the express charge of implementing SIP goals. PLC leaders were trained on the importance of PLCs as true learning communities, developing norms to create a sense of community, a place where teachers feel safe to learn and share information.

Title II funds will be used to purchase materials from the PLC training over the summer. The video's selected by the team and purchased with Title II funds will be shared in PLC's for continued professional development throughout the school year.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Jennifer McSorley	Business/Community
Dawn Hillman	Parent
Kate Sergeant	Parent
Robbie Roepstorff	Business/Community
Jen Hall	Teacher
Brittany Camp	Teacher
Wendy Wassman	Education Support Employee
Libby Payne	Education Support Employee
Barbara Von Harten	Principal
Kim O'Brien	Business/Community
Kim Kouril	Parent
Tajh Cccorricelli	Parent
Deborah Baker	Teacher
Carol Strange	Business/Community
Pamela Yates	Education Support Employee
Charles Bergstrom	Business/Community

Duties

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

Evaluation of last year's school improvement plan

The School Advisory Council reviewed the school's goals for the school year 2014-2015. All goals that had data available were met. Goal 1: The percent of the lowest 25% of students making learning gains will increase from 52% to 60%, is pending awaiting the results of the FSA for 2014-2015. The members of SAC were given the data showing goal completion.

Development of this school improvement plan

The Sanibel School SAC members serve in an advisory capacity to the school principal. SAC members help develop the SIP goals and approve the goals once they are finalized. SAC members review and monitor SIP goals throughout the year. Expenditures to support the school improvement plan are reviewed and approved by SAC.

Preparation of the school's annual budget and plan

Members of the School Advisory Council, meet to review and approve The Sanibel School's goals for the 2015-2016 school year.
The goals are presented to SAC with the rational and data that informed the selection of school goals. The barriers and resources are presented to SAC.
After a review of the 2015-2016 goals the SAC plans on how to support each goal throughout the school year. The goals and data are revisited regularly during monthly SAC meetings.
Changes to resources are updated during SAC meetings as needed.
School Improvement funds will be used to support one of our four SIP goals for this year.
Goal 2: Using The Castle Data Tracker to track student progress throughout the year in all academic subjects.
SAC voted to approve the allocation of $2,680 dollars to purchase six phonics boards per classroom teacher in grades K-3. The boards will be used to engage students, using manipulatives to improve phonics skills.

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

Goal 2: All teachers will review Florida's content standards in reading non-fiction for their grade level and select needed non-fiction titles at appropriate Lexile levels for their standards was supported by SAC throughout the school year. School improvement funds in the amount of 6,275,000 were used to buy non-fiction books for our school library.

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
Von Harten, Barbara	Principal
Wassman, Wendy	Instructional Coach
Baker, Debora	Teacher, K-12
Base, Alicia	Teacher, K-12
McDonnell, MaryEileen	Teacher, K-12
Payne, Libby	Instructional Media
Sanders, Laurie	Teacher, K-12
Wappes, Julie	Teacher, K-12
Yates, Pamela	Teacher, ESE
Reynolds, Linda	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team meets monthly to review the progress and student performance of our two new School Improvement Goals and to monitor our School Priorities for the 2015-2016 school year.
Goal 1: Teacher engagement will increase from an average of 3.52 to an average of 3.72 in the Q12 area of "I have a Best Friend at Work" as measured by the FY16 Gallup Teacher Engagement Survey.
Goal 2: 100% of core subject area teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning communities.
School Priorities for the 2015-2016 school year include:
1. Writing priority: to increase points on WriteScore assessments by 2.0 points
2. Reading priority: to increase the percentage of non-fiction books read during the 2015-2016 school year as measured by points on Accelerated Reader College and Career Report.
During the school year 2015-2016 teachers are required to turn in classroom reading diagnostic information weekly to the Reading Coach. The Reading Coach meets with teachers whose students are not making progress towards the goal of increasing the percentage of non-fiction books read, and shares best practices to increase the number of non-fiction texts read by students. AR progress is shared and monitored with individual teachers, and in monthly Literacy Leadership Meetings. A table of results for all teachers is posted on a bulletin board outside the principal's office. The team will review student progress monthly, chart results, discuss progress and work to alleviate barriers.
During the school year 2015-2016 teachers are required to turn in classroom reading diagnostic information weekly to the Reading Coach. The Reading Coach meets with teachers with students who are not making progress towards the goal and shares best practices to decrease the number of students at risk. AR progress is shared and monitored with individual teachers, and as a part of the Literacy Leadership Meetings. A table of results for all teachers is posted on a bulletin board outside the principal's office.
The Leadership team will continue to review our AR goals from the years 2013-2015. The goal is to have 10% or fewer students at risk in reading by the end of the year according to our STAR and STAR EL. on tests taken five times a year.
The Literacy Leadership Team will review data through The Castle Data Tracker monthly beginning in November.

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

Time is set aside for teachers to collaborate weekly, both during the school day during common planning time, as well as after school.

The Leadership Team met before school to plan and share information with the staff about PLC's (Professional Learning Communities). The Leadership Team attended PLC training during the summer of 2014, and shared their knowledge with PLC teams.

The Sanibel School has five Professional Learning Communities that meet weekly to review student data on mastery of standards, and to collaborate and plan together to increase student learning for those who need additional assistance as well as for those who have mastered the standards.

Each PLC is given the task of setting goals by looking at student data, discerning what is important using the 4 PLC questions, and deciding how to proceed to ensure student learning. The teams are data driven, empowered and encouraged to share what is working, and what is not working within the PLC.

Each grade level team meets weekly to review standards, plan and write lessons, and review student data as it relates to progress toward meeting individual, grade level, and school-wide goals.

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

The principal's goal is to always strive to hire the best person (teacher, support staff, administrator) for any opening at the school. Each year the school participates in the district recruitment fair and seeks out the applicants with superior credentials. Both administrators work closely with all new hires to provide them with the support they need to be successful. The turnover rate at the school is below the district and state average.

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

The administrators work with new teachers regularly to make their transition as smooth as possible. All of the school policies and procedures are posted on the school's SharePoint site for easy access. Each new teacher is assigned a mentor teacher regardless of their years of experience. Generally they are paired up with their grade level and/or subject area colleague. The mentor teacher assists the new teacher with lesson plan development as well as class room management strategies, and takes to time to offer general support as needed. When a new teacher serves as the only teacher for a particular subject area, that teacher is given time to visit and observe at another school in the district and work with a highly effective veteran teacher teaching the same curriculum.

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 teachers at The Sanibel School attended preschool training at the school level for elementary teachers and the district level for middle school teachers on changes to content standard district plans. The training taught teachers to use the new Florida Standards in reading and math to increase student learning and knowledge of the state standards.

There are academic lesson plans for each subject based on the Florida State Standards posted by the district and the expectation is that they will be used by each teacher when planning lessons and selecting materials to support instruction. The teachers at The Sanibel School know that what we teach is non-negotiable. How the lessons are presented is the art of teaching. All teachers are

expected to to teach the standards, skills, and concepts included in the district academic plans for each quarter.

Elementary grade level teams are expected to prepare lessons and assessments by grade level. All teachers must post lesson plans using On-Course with the lesson plan template posted on the schools website.

The school district holds PLC meetings for teachers at the district level in math, reading, science and writing. The Sanibel School sends one teacher to each of these PLC's. Teachers bring back information to the school to continue to enhance the teaching of statewide standards in specific subject areas.

Every teacher's daily learning objectives for each subject must be posted in the classroom every day in student friendly terms. Teachers asses for student understanding daily in elementary school using Colllins type 2 writing (exit slips). Administrators ensure that teachers are teaching the standards using materials aligned to the Florida standards by regularly checking teacher lesson plans, and through classroom walk-throughs.

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

Teachers meet in grade level teams and in PLC's to review student data. Teachers and administrators meet during PLC's, MTSS meetings and Child Study meetings to review student data and suggest interventions, and or accommodations that need to be put in place to support students who are having difficulty attaining proficient or advanced levels on state assessments. Teachers in PLC's are charged with answering the four PLC questions, especially, "What do we do when students know the information?", and "What do we do when students do not know the information?" Teachers use the data from Performance Matters to track student progress, and look for early warning systems during PLC's.

Differentiated instruction occurs in elementary classrooms during the school day, and is based on data collected by teachers. This year the data will also be available on The Castle Tracker so that PLC's can look at data that is up to date, and in one place.

Students who are working above grade level in grades K-5 may qualify for the gifted program, which takes place one day a week for each grade level. Students who are below grade level in reading attend Reading Round-Up a 30 minute reading intervention program. Instruction is also supplemented with computer programs in reading and in math, SuccessMaker, and Compass Learning are two programs used throughout the school.

In the middle school, intensive reading classes are held 3 days a week for up to 80 minutes, and two days a week for 80 minutes in math. Students have 30 minutes of intensive tutoring three days a week in one or more academic subjects if extra help is needed. Intensive reading students are pulled out of Spanish class, so that they may participate in at least one Exploratory class, such as art or music.

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: 10,000

An hour long After School Program is provided at the school for all students in grades K-5 four days a week. All students have the opportunity to attend in an effort to improve their skills in reading and/or math. Attending the after school program is recommended as a strategy by the teacher when a child is struggling academically.
Customized Computer Based Programs available during the After School Program are as follows:
SuccessMaker Math
SuccessMaker Reading
Compass Learning
Accelerated Reader
Individual tutoring is also provided as needed.

Strategy Rationale

Students who need extra Instruction in core academic subjects, may need extra time. The After School Program is held 4 days a week for an hour. Teachers fill out prescriptions for the week after analyzing a student's progress reading, writing or math. The data is shared with the classroom teacher, and in PLC's.
No child is turned away from the After School Program. Scholarships are available.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Wassman, Wendy, wendyhw@leeschools.net

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

SuccessMaker Data, classwork and AR are all continually monitored by the classroom teacher. The teacher analyzes a student's progress weekly, and uses the data to write a prescription for the following week for each student who is attending the after school program. The Child Study Team monitors the data from the After School Program twice a year and the data is recorded and reviewed year after year.

Strategy: Extended School Day

Minutes added to school year: 2,040

A half-hour middle school math tutoring program is offered two mornings per week for students in need of extra assistance in math.

Strategy Rationale

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy

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

Students' homework completion and test grades are monitored, as well as their overall grade in math.

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

The Sanibel Kindergarten teachers conduct an orientation for incoming kindergarten students and their parents each spring, encompassing many of the activities that will be on-going throughout the next year. The goal is to create an easy transition from pre-school to elementary school. The Sanibel School kindergarten teachers and principal also meet with parents of incoming kindergarten students to make them aware of the kindergarten curriculum expectations and to help the children and their parents make a smooth transition from pre-school to kindergarten.
A teacher created assessment, developed by Mrs. McDonnell, a kindergarten teacher, was administered to most of our entering kindergarten students at the end of the 2014-2015 school year. The survey identified student areas of need, and areas of strength. Included in the survey was a list of activities to help parents prepare their child for the upcoming kindergarten year.

The WSS and the FLKRS tests are administered to all kindergarten students at the beginning of the school year.
The kindergarten teachers regularly communicate with all of their students' parents during the first quarter to discuss the child's progress to date and develop both school and home strategies to improve their child's academic performance.
Each morning during the literacy instructional time, middle school students are assigned to work individually with students needing extra support.

The middle school team presents an Open House in August before the start of school to welcome new students, as well as current sixth graders who are transitioning to middle school from the elementary school. An orientation to the middle school is presented to both students and parents to help them better transition to the middle school. Then, on the first day of school another orientation meeting is held for the sixth grade students to help them organize, orient themselves, and transition to the middle school.

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

During the Career Exploration class each student is required to complete a high school plan, outlining the high school courses he/she should take in order to fulfill the requirements necessary to qualify for post secondary training, be it college or technical career training. In addition, the school counselor interviews every eighth grade student to discuss their plans and goals for the future and offers strategies for how to achieve their goals.

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

The middle school teachers strive to include career relevance in their curriculum whenever possible. Guest speakers are regularly scheduled to speak to the students about careers, and have included local entrepreneurs, bankers, authors, artists, musicians, wild life refuge staff, environmentalist, and government officials. In addition, field trips are scheduled to promote the connection between course work and real life experiential use of the information they have studied. Every middle school student is also enrolled in a yearlong Career Exploration class, focused on providing the students with information about careers relevant to their course work.
Achieve 3000 (TeenBiz) the middle school progress monitoring tool includes a strong career education component. Middle school reading, social studies, and science teachers use this program to promote career information during the school year.

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

Our focus this year is to provide all of our middle school students with the support they need to be academically successful. It is the goal of the middle school team that all students become proficient in the prerequisite skills necessary to meet the demands of higher level high school course work, and to attain reading Lexile Levels needed for jobs they would like in the future.

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. The 2016 Third grade Math FSA relative position will increase from the 2nd quartile (15% to 75%) to the 1st quartile (top 76% to 100%) as measured by the Mean T-score which shows a current ranking of 20 out of 62 elementary schools.

G2. Teacher engagement will increase from an average of 3.52 to an average of 3.72 in the Q12 area of "I have a Best Friend at Work" as measured by the FY16 Gallup Teacher Engagement Survey.

G3. 100% of core subject area teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning communities.

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. The 2016 Third grade Math FSA relative position will increase from the 2nd quartile (15% to 75%) to the 1st quartile (top 76% to 100%) as measured by the Mean T-score which shows a current ranking of 20 out of 62 elementary schools. 1a

Targets Supported 1b

G074301

Indicator	Annual Target
FSA Mathematics - Achievement	1.0

Resources Available to Support the Goal 2

- SuccessMaker Math Computer Program
- Elementary Math tutor
- After School Program

Targeted Barriers to Achieving the Goal 3

- Time to work with students who lack prerequisite skills.

Plan to Monitor Progress Toward G1. 8

SuccessMaker Data will be monitored weekly by classroom teachers. The teachers will bring the data to Child Study Meetings held twice a year.

Person Responsible

Barbara Von Harten

Schedule

On 5/10/2016

Evidence of Completion

The school principal will collect data on SuccessMaker gains for students in third grade, and post the information on the school data board.

G2. Teacher engagement will increase from an average of 3.52 to an average of 3.72 in the Q12 area of "I have a Best Friend at Work" as measured by the FY16 Gallup Teacher Engagement Survey. `1a`

G074302

Targets Supported `1b`

Indicator	Annual Target
5Es Score: Teacher-Teacher Trust	3.72

Resources Available to Support the Goal `2`

- Castle computer program to celebrate staff members and their accomplishments, "Kudos"

- Staff meetings

- Time to bond with others on staff.

- School Success Contract

Targeted Barriers to Achieving the Goal `3`

- Time for teachers to build working relationships.

- Conflicts among staff members that are not addressed.

Plan to Monitor Progress Toward G2. `8`

Minutes of faculty meetings will be reviewed quarterly by the schools administrative team.

Person Responsible
Barbara Von Harten

Schedule
Quarterly, from 9/17/2015 to 4/21/2016

Evidence of Completion
A score of 3.72 on the Gallup FY16 Teacher Engagement Survey in the Q12 area of "I have a Best Friend at Work".

G3. 100% of core subject area teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning communities. 1a

🔍 G074303

Targets Supported 1b

Indicator	Annual Target
	100.0

Resources Available to Support the Goal 2

- PLC time to input data

- Teacher leaders to instruct teachers in the use of the Castle Standards Tracker

- Professional Development on the use of the Castle Standards Tracker

Targeted Barriers to Achieving the Goal 3

- Not all teachers know how to use, or are familiar with the Castle Standards Tracker.

Plan to Monitor Progress Toward G3. 8

PLC Action Plans

Person Responsible

Barbara Von Harten

Schedule

On 4/28/2016

Evidence of Completion

The school's professional learning communities will meet the goals set in each action plan by using the Castle Data Tracker.

Plan to Monitor Progress Toward G3. 8

MTSS data available through the Castle Data Tracker will drive informed decision making.

Person Responsible

Pamela Yates

Schedule

Monthly, from 9/29/2015 to 5/24/2016

Evidence of Completion

The MTSS team will gather evidence to make decisions on individual students based on graphs, charts and standards located in Castle. The team will place each student in the MTSS process in the correct tier with the data collected, and located in one place, the Castle Data Tracker.

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. The 2016 Third grade Math FSA relative position will increase from the 2nd quartile (15% to 75%) to the 1st quartile (top 76% to 100%) as measured by the Mean T-score which shows a current ranking of 20 out of 62 elementary schools. 1

🔑 G074301

G1.B1 Time to work with students who lack prerequisite skills. 2

🔑 B193963

G1.B1.S1 Students will spend a minimum of 60 minutes a week on the SuccessMaker Math Computer Program in grade 3. 4

🔑 S205494

Strategy Rationale

SuccessMaker Math is a computer program which when used with fidelity is proven to raise student math scores by at least one year or more. All third grade students working below grade level are required to use SuccessMaker for 60 minutes or more a week. The program differentiates math skills based on individual student needs.

Action Step 1 5

All students will spend 30 minutes twice a week, for a minum of 60 minutes weekly on the SuccessMaker Math program.

Person Responsible

Barbara Von Harten

Schedule

Daily, from 9/7/2015 to 5/10/2016

Evidence of Completion

Scores on the FSA test will increase from the second quartile to the first quartile on the FSA 3rd grade math test.

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

SuccessMaker Data will be monitored by the classroom teachers weekly, and by administration quarterly.

Person Responsible

Barbara Von Harten

Schedule

Quarterly, from 11/27/2015 to 5/10/2016

Evidence of Completion

SuccessMaker Graphs for each student will be kept by each classroom teacher. The graphs will be reviewed during Child Study Team meetings held twice a year.

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

SuccessMaker Data will be reviewed weekly, and students not showing adequate progress will be given more opportunities to work on SuccessMaker after school and with the math tutor.

Person Responsible

Barbara Von Harten

Schedule

Weekly, from 11/20/2015 to 4/29/2016

Evidence of Completion

SuccessMaker graphs and charts will be collected twice a year by the school administration and reviewed during Child Study Team meetings.

G1.B1.S2 A math tutor will be hired to work with students in grade 3 for 30 minutes or more daily. `4`

`S205495`

Strategy Rationale

Students need to be taught prerequisite skills in order to understand and do the work required in 3rd grade. The math tutor will work with students to increase understanding of new concepts and to learn math skills that were not mastered in previous years.

Action Step 1 `5`

Students will receive daily help in math in both 3rd grade classrooms from a math tutor.

Person Responsible

Jamie Reid

Schedule

Daily, from 11/20/2015 to 5/31/2016

Evidence of Completion

3rd grade students will move from the 2nd quartile to the 1st quartile on the 2016 FSA 3rd grade math test.

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

Student progress will be monitored through district math concept tests.

Person Responsible

Debora Baker

Schedule

Monthly, from 11/20/2015 to 5/31/2016

Evidence of Completion

Student scores on math standards will be monitored and reviewed through the Castle Standards Tracker. The 3rd grade team will review data monthly during PLC time.

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

Data will be reviewed by the third grade PLC team monthly through Castle Standards Tracker, to monitor students' progress toward meeting third grade standards.

Person Responsible

Debora Baker

Schedule

Monthly, from 11/20/2015 to 5/31/2016

Evidence of Completion

Students will demonstrate effectiveness of strategy number 2 as evidenced by an increase in the number of students passing the Florida State Standards in Math for grade 3.

G1.B1.S3 The After School Program, ASP, for students in grade 3, will include time on SuccessMaker Math, and time with a math tutor. `4`

🔧 S205496

Strategy Rationale

Students not making adequate progress in math are given an opportunity to attend The After School Program 4 days a week to spend time with the math tutor or work on the SuccessMaker Math computer program. Students who cannot afford to attend, but need the extra practice may apply for a scholarship.

Action Step 1 `5`

The After School Program will be available for students in third grade who need extra support in math.

Person Responsible

Wendy Wassman

Schedule

Weekly, from 11/20/2015 to 5/19/2016

Evidence of Completion

The After School Program, ASP, student prescriptions will be kept on the school ShaprePoint site for review monthly.

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

The ASP prescription for each 3rd grade student will be reviewed monthly.

Person Responsible

Wendy Wassman

Schedule

Monthly, from 12/8/2015 to 5/27/2016

Evidence of Completion

Prescriptions will be collected and recorded on The Sanibel School SharePoint Site by the ASP Coordinator.

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

Florida State Standards in math will be tracked through the Castle Standards Tracker by the 3rd grade PLC.

Person Responsible

Jamie Reid

Schedule

Quarterly, from 12/1/2015 to 5/27/2016

Evidence of Completion

Effectiveness of the ASP will be demonstrated and monitored through Castle Standards Tracker. Data will be collected and monitored for percentage of students attending ASP and meeting FLDOE Math Standards for grade 3.

G2. Teacher engagement will increase from an average of 3.52 to an average of 3.72 in the Q12 area of "I have a Best Friend at Work" as measured by the FY16 Gallup Teacher Engagement Survey. 1

🔑 G074302

G2.B1 Time for teachers to build working relationships. 2

🔑 B193966

G2.B1.S1 The first 5 minutes of every staff meeting will be devoted to a "Focus on You". Teachers will share their personal joys, and call out others for good works, or acts of kindness. 4

🔑 S205497

Strategy Rationale

The school principal works to hire and retain the best talent. The more staff members know about each other the easier it is to build friendships, and friendship is a gateway to trust.

Action Step 1 5

The first 5 minutes of every staff meeting will be devoted to a "Focus on You". Teachers will share their personal joys, and call out others for good works, or acts of kindness.

Person Responsible

Barbara Von Harten

Schedule

Biweekly, from 9/17/2015 to 5/26/2016

Evidence of Completion

The number of Kuddos in Castle, our school program for data analysis, and information, will increase throughout the year.

Action Step 2 5

Staff members will be assigned seats during staff meetings once a month. During staff meetings teachers will be asked to discuss the meetings content with their shoulder partner, or fill out an Exit Slip together.

Person Responsible

Wendy Wassman

Schedule

Monthly, from 9/17/2015 to 5/26/2016

Evidence of Completion

Collaboration of staff members based on Exit Slips.

Action Step 3 5

During staff meetings occurring on the first and third Thursday of each month presenters will use Kagan Strategies to encourage staff members to share their thinking with others.

Person Responsible

Jamie Reid

Schedule

Monthly, from 9/17/2015 to 5/26/2016

Evidence of Completion

Observation of teachers working in groups to retain information presented during staff meetings

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

Agendas of twice monthly staff meetings

Person Responsible

Wendy Wassman

Schedule

Biweekly, from 9/17/2015 to 5/26/2016

Evidence of Completion

Agendas of staff meetings will be kept on the school SharePoint Site to include the 5 minute "Focus on You".

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

Participation by staff members on "Focus on You"

Person Responsible

Wendy Wassman

Schedule

Monthly, from 9/17/2015 to 5/26/2016

Evidence of Completion

Data will be kept recording participation during staff meetings on "Focus on You"

G2.B2 Conflicts among staff members that are not addressed. 2

B193967

G2.B2.S1 The Sanibel School will review our School Success Contract quarterly. 4

S205498

Strategy Rationale

Using the Sanibel School's Success Contract will enable teachers to cope with peer conflicts in a professional manor. Teachers using the Success Contract act professionally, reacting to conflict with respect and trust towards each other. The contract reaffirms each members worth in a conflict, and helps the school administration to retain the best talent in a nurturing learning environment. .

Action Step 1 5

The Sanibel School Success Contract is an agreement among all teachers as to how they will treat others during the school year. As professionals all teachers signed the contract to encourage and support one another, respect each other, communicate honestly, practice patience, appreciate differences, build and maintain trust, share ideas, keep a sense of humor, eliminate assumptions, and demonstrate flexibility.

Person Responsible

Barbara Von Harten

Schedule

Semiannually, from 8/17/2015 to 2/4/2016

Evidence of Completion

The school administration will review the success contract and keep track of peer conflicts throughout the year that are solved using the Success Contract.

Action Step 2 5

Teachers will know and use The Sanibel School Success Contract when interacting with others on the staff.

Person Responsible

Barbara Von Harten

Schedule

On 5/26/2016

Evidence of Completion

The Sanibel School Success Contract will be posted in each classroom throughout the school.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 [6]

The Sanibel School Success Contract will be posted in every classroom.

Person Responsible

Jamie Reid

Schedule

Quarterly, from 8/17/2015 to 5/26/2016

Evidence of Completion

Mrs. Reid will document that the Sanibel Success Contract is posted in each classroom

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 [7]

Staff conflicts will decrease

Person Responsible

Barbara Von Harten

Schedule

Quarterly, from 8/17/2015 to 5/19/2016

Evidence of Completion

Staff conflicts will be resolved among staff members with the use of the Success Contract.

G3. 100% of core subject area teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning communities. `1`

🔑 G074303

G3.B1 Not all teachers know how to use, or are familiar with the Castle Standards Tracker. `2`

🔑 B193968

G3.B1.S1 Teachers will receive training on the Castle Standards Tracker. `4`

🔑 S205499

Strategy Rationale

In order to use the Castle Standards Tracker, teachers need to understand the program, know how to use it, and why it will make tracking student data more accessible to all teachers and administration.

Action Step 1 `5`

Teachers will participate in a half day in-service to receive training on The Castle Standards Tracker.

Person Responsible

Wendy Wassman

Schedule

On 10/26/2015

Evidence of Completion

Teachers will sign into PeopleSoft for the professional development credit. All academic teachers in grades K-8 will use The Castle Standards Tracker, as measured by Castle.

Action Step 2 `5`

Teachers will use The Castle Standards Tracker during Child Study, MTSS meetings and PLC's.

Person Responsible

Barbara Von Harten

Schedule

Monthly, from 10/26/2015 to 4/21/2016

Evidence of Completion

PLC Action Plans with data pulled from the Data Tracker, MTSS minutes, and Child Study minutes that include data from the Data Tracker.

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

Data collected from the Castle Standards Tracker will be used to drive instruction, and differentiate instruction in all classrooms. Professional Learning Communities will use the information to group students for enrichment and intervention time.

Person Responsible

Barbara Von Harten

Schedule

Weekly, from 11/2/2015 to 5/10/2016

Evidence of Completion

Evidence in the form of student progress monitoring, based on data found in Castle Tracker will be collected by each PLC, shared with the staff, administration and parents at the end of the year through PLC Action Plans.

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

Students data by period, standard, grade level and school will be monitored along with student profiles to create a unique picture of each student in PLC's, and MTSS meetings.

Person Responsible

Barbara Von Harten

Schedule

Monthly, from 10/26/2015 to 5/26/2016

Evidence of Completion

Teachers will be using the Castle Standards Tracker to meet the goals listed in each PLC Action Plan.

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	All students will spend 30 minutes twice a week, for a minum of 60 minutes weekly on the SuccessMaker Math program.	Von Harten, Barbara	9/7/2015	Scores on the FSA test will increase from the second quartile to the first quartile on the FSA 3rd grade math test.	5/10/2016 daily
G1.B1.S2.A1	Students will receive daily help in math in both 3rd grade classrooms from a math tutor.	Reid, Jamie	11/20/2015	3rd grade students will move from the 2nd quartile to the 1st quartile on the 2016 FSA 3rd grade math test.	5/31/2016 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S3.A1	The After School Program will be available for students in third grade who need extra support in math.	Wassman, Wendy	11/20/2015	The After School Program, ASP, student prescriptions will be kept on the school ShaprePoint site for review monthly.	5/19/2016 weekly
G2.B1.S1.A1	The first 5 minutes of every staff meeting will be devoted to a "Focus on You". Teachers will share their personal joys, and call out others for good works, or acts of kindness.	Von Harten, Barbara	9/17/2015	The number of Kuddos in Castle, our school program for data analysis, and information, will increase throughout the year.	5/26/2016 biweekly
G2.B2.S1.A1	The Sanibel School Success Contract is an agreement among all teachers as to how they will treat others during the school year. As professionals all teachers signed the contract to encourage and support one another, respect each other, communicate honestly, practice patience, appreciate differences, build and maintain trust, share ideas, keep a sense of humor, eliminate assumptions, and demonstrate flexibility.	Von Harten, Barbara	8/17/2015	The school administration will review the success contract and keep track of peer conflicts throughout the year that are solved using the Success Contract.	2/4/2016 semiannually
G3.B1.S1.A1	Teachers will participate in a half day in-service to receive training on The Castle Standards Tracker.	Wassman, Wendy	10/26/2015	Teachers will sign into PeopleSoft for the professional development credit. All academic teachers in grades K-8 will use The Castle Standards Tracker, as measured by Castle.	10/26/2015 one-time
G2.B1.S1.A2	Staff members will be assigned seats during staff meetings once a month. During staff meetings teachers will be asked to discuss the meetings content with their shoulder partner, or fill out an Exit Slip together.	Wassman, Wendy	9/17/2015	Collaboration of staff members based on Exit Slips.	5/26/2016 monthly
G2.B2.S1.A2	Teachers will know and use The Sanibel School Success Contract when interacting with others on the staff.	Von Harten, Barbara	9/17/2015	The Sanibel School Success Contract will be posted in each classroom throughout the school.	5/26/2016 one-time
G3.B1.S1.A2	Teachers will use The Castle Standards Tracker during Child Study, MTSS meetings and PLC's.	Von Harten, Barbara	10/26/2015	PLC Action Plans with data pulled from the Data Tracker, MTSS minutes, and Child Study minutes that include data from the Data Tracker.	4/21/2016 monthly
G2.B1.S1.A3	During staff meetings occurring on the first and third Thursday of each month presenters will use Kagan Strategies to encourage staff members to share their thinking with others.	Reid, Jamie	9/17/2015	Observation of teachers working in groups to retain information presented during staff meetings	5/26/2016 monthly
G1.MA1	SuccessMaker Data will be monitored weekly by classroom teachers. The teachers will bring the data to Child Study Meetings held twice a year.	Von Harten, Barbara	11/20/2015	The school principal will collect data on SuccessMaker gains for students in third grade, and post the information on the school data board.	5/10/2016 one-time
G1.B1.S1.MA1	SuccessMaker Data will be reviewed weekly, and students not showing adequate progress will be given more opportunities to work on SuccessMaker after school and with the math tutor.	Von Harten, Barbara	11/20/2015	SuccessMaker graphs and charts will be collected twice a year by the school administration and reviewed during Child Study Team meetings.	4/29/2016 weekly
G1.B1.S1.MA1	SuccessMaker Data will be monitored by the classroom teachers weekly, and by administration quarterly.	Von Harten, Barbara	11/27/2015	SuccessMaker Graphs for each student will be kept by each classroom teacher. The graphs will be reviewed during Child Study Team meetings held twice a year.	5/10/2016 quarterly
G1.B1.S2.MA1	Data will be reviewed by the third grade PLC team monthly through Castle Standards Tracker, to monitor students' progress toward meeting third grade standards.	Baker, Debora	11/20/2015	Students will demonstrate effectiveness of strategy number 2 as evidenced by an increase in the number of students passing the Florida State Standards in Math for grade 3.	5/31/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.MA1	Student progress will be monitored through district math concept tests.	Baker, Debora	11/20/2015	Student scores on math standards will be monitored and reviewed through the Castle Standards Tracker. The 3rd grade team will review data monthly during PLC time.	5/31/2016 monthly
G1.B1.S3.MA1	Florida State Standards in math will be tracked through the Castle Standards Tracker by the 3rd grade PLC.	Reid, Jamie	12/1/2015	Effectiveness of the ASP will be demonstrated and monitored through Castle Standards Tracker. Data will be collected and monitored for percentage of students attending ASP and meeting FLDOE Math Standards for grade 3.	5/27/2016 quarterly
G1.B1.S3.MA1	The ASP prescription for each 3rd grade student will be reviewed monthly.	Wassman, Wendy	12/8/2015	Prescriptions will be collected and recorded on The Sanibel School SharePoint Site by the ASP Coordinator.	5/27/2016 monthly
G2.MA1	Minutes of faculty meetings will be reviewed quarterly by the schools administrative team.	Von Harten, Barbara	9/17/2015	A score of 3.72 on the Gallup FY16 Teacher Engagement Survey in the Q12 area of "I have a Best Friend at Work".	4/21/2016 quarterly
G2.B1.S1.MA1	Participation by staff members on "Focus on You"	Wassman, Wendy	9/17/2015	Data will be kept recording participation during staff meetings on "Focus on You"	5/26/2016 monthly
G2.B1.S1.MA1	Agendas of twice monthly staff meetings	Wassman, Wendy	9/17/2015	Agendas of staff meetings will be kept on the school SharePoint Site to include the 5 minute "Focus on You".	5/26/2016 biweekly
G2.B2.S1.MA1	Staff conflicts will decrease	Von Harten, Barbara	8/17/2015	Staff conflicts will be resolved among staff members with the use of the Success Contract.	5/19/2016 quarterly
G2.B2.S1.MA1	The Sanibel School Success Contract will be posted in every classroom.	Reid, Jamie	8/17/2015	Mrs. Reid will document that the Sanibel Success Contract is posted in each classroom	5/26/2016 quarterly
G3.MA1	PLC Action Plans	Von Harten, Barbara	4/28/2016	The school's professional learning communities will meet the goals set in each action plan by using the Castle Data Tracker.	4/28/2016 one-time
G3.MA2	MTSS data available through the Castle Data Tracker will drive informed decision making.	Yates, Pamela	9/29/2015	The MTSS team will gather evidence to make decisions on individual students based on graphs, charts and standards located in Castle. The team will place each student in the MTSS process in the correct tier with the data collected, and located in one place, the Castle Data Tracker.	5/24/2016 monthly
G3.B1.S1.MA1	Students data by period, standard, grade level and school will be monitored along with student profiles to create a unique picture of each student in PLC's, and MTSS meetings.	Von Harten, Barbara	10/26/2015	Teachers will be using the Castle Standards Tracker to meet the goals listed in each PLC Action Plan.	5/26/2016 monthly
G3.B1.S1.MA1	Data collected from the Castle Standards Tracker will be used to drive instruction, and differentiate instruction in all classrooms. Professional Learning Communities will use the information to group students for enrichment and intervention time.	Von Harten, Barbara	11/2/2015	Evidence in the form of student progress monitoring, based on data found in Castle Tracker will be collected by each PLC, shared with the staff, administration and parents at the end of the year through PLC Action Plans.	5/10/2016 weekly

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. The 2016 Third grade Math FSA relative position will increase from the 2nd quartile (15% to 75%) to the 1st quartile (top 76% to 100%) as measured by the Mean T-score which shows a current ranking of 20 out of 62 elementary schools.

G1.B1 Time to work with students who lack prerequisite skills.

G1.B1.S1 Students will spend a minimum of 60 minutes a week on the SuccessMaker Math Computer Program in grade 3.

PD Opportunity 1

All students will spend 30 minutes twice a week, for a minum of 60 minutes weekly on the SuccessMaker Math program.

Facilitator

Barbara Von Harten

Participants

All teachers working in the After School Program

Schedule

Daily, from 9/7/2015 to 5/10/2016

G2. Teacher engagement will increase from an average of 3.52 to an average of 3.72 in the Q12 area of "I have a Best Friend at Work" as measured by the FY16 Gallup Teacher Engagement Survey.

G2.B1 Time for teachers to build working relationships.

G2.B1.S1 The first 5 minutes of every staff meeting will be devoted to a "Focus on You". Teachers will share their personal joys, and call out others for good works, or acts of kindness.

PD Opportunity 1

During staff meetings occurring on the first and third Thursday of each month presenters will use Kagan Strategies to encourage staff members to share their thinking with others.

Facilitator

Wells, Emily and Hackett, Heather

Participants

Sanibel School Teachers

Schedule

Monthly, from 9/17/2015 to 5/26/2016

G3. 100% of core subject area teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning communities.

G3.B1 Not all teachers know how to use, or are familiar with the Castle Standards Tracker.

G3.B1.S1 Teachers will receive training on the Castle Standards Tracker.

PD Opportunity 1

Teachers will participate in a half day in-service to receive training on The Castle Standards Tracker.

Facilitator

Brian Curls

Participants

The teaching staff and administration at The Sanibel School

Schedule

On 10/26/2015

Technical Assistance Items

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

G3. 100% of core subject area teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning communities.

G3.B1 Not all teachers know how to use, or are familiar with the Castle Standards Tracker.

G3.B1.S1 Teachers will receive training on the Castle Standards Tracker.

PD Opportunity 1

Teachers will use The Castle Standards Tracker during Child Study, MTSS meetings and PLC's.

Facilitator

Brittany Camp

Participants

PLC members

Schedule

Monthly, from 10/26/2015 to 4/21/2016