

The School District of Lee County

Colonial Elementary School



2016-17 Schoolwide Improvement Plan

Colonial Elementary School

3800 SCHOOLHOUSE RD E, Fort Myers, FL 33916

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	93%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	F*	F	F

**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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Colonial Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

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

2. School Environment

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

Colonial Elementary's staff strives to learn about the culture of our students and build positive relationships between teachers and their students by implementing Kagan Cooperative Learning. This program allows teachers the opportunity to build relationships with their students through cooperative learning, team-building, and class-building.

The school also incorporates Thinking Maps (research based visual patterns based on cognitive skills) into their curriculum. Each map is introduced to students by using personal and social skills, later the content connection is emphasized.

All teachers mail home positive note cards to two students monthly.

Events such as the following are held throughout the year: Fall Festival, Reading Night, Math Night, Specials Area Night, Science Night, and Student-led Conferences. These events provide opportunities to build quality relationships by bringing school and families together.

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

We strive to create a safe and respectful environment:

- * Improved security of dismissal procedures
- * Teachers meet and greet students at doors in the morning
- * Staff strategically placed around campus to greet students in the morning
- * Full-time security specialist and two behavior specialist
- * Updated safety procedures during drills (fire, tornado, bomb, code red)
- * Two Guidance counselors teach character education lessons and mentor students
- * PBS Coach in classrooms to mentor students and support teachers
- * Anti-bullying recognition program
- * Grandpa Policeman on campus
- * Watch DOGS (Dads of Great Students)
- * Before and After School programs available

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

School-wide Positive Behavior Support System:

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

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

We strive to meet the social-emotional needs of all student through;

- * Each teacher has a "kudo's board where students are recognized
- * Class Dojo is implemented
- * Character education lessons
- * Monthly recognition of students displaying character education traits
- * PBS Program
- * Guidance provides Second Step Behavior Curriculum, Crisis intervention, large and small group guidance and individual counseling of students

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/306141>.

2. Description

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

2. 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.

- *Blessing in a Backpack - The Bobby Nichols Foundation: 7-8 food items are sent home on Fridays with all students
- *Publix: donates laundry supplies to school to wash student uniforms
- *New Hope Presbyterian Church: donation of uniforms and provides volunteers
- *Christ Community Church: donation of uniforms and provides volunteers
- *Shoes That Fit: provide shoes, uniforms, underwear, & socks
- *Good Will; provides coupons for clothing for families in need
- *Salvation Army food drive
- *Eva's Closet: provides uniforms
- *Clothes Closet: provides uniforms
- *Volunteers: provides training and placement of volunteers
- *Cosco: donation of book bags
- *Fiddlesticks Cares: donation of uniforms
- *Jim Goodall Equipment Sales: donated \$500 Walmart gift card for Uniforms
- *Pan Hellenic society: \$25 gift card and Thanksgiving food basket
- *Outreach Cornerstone Church: donate Thanksgiving food baskets & Christmas food baskets & toys
- *Oma's Heart: donate Christmas gifts to needy families
- *Sanibel Captiva Community Bank: donated money for school music program "Drum Magic & 5thGrade field trip
- *Quest Diagnostics: donated school supplies

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Bur, Marsha	Principal
Hall, Gail	Instructional Coach
Speiser, Justin	Instructional Coach
Dwyer, Lindsey	School Counselor
Donnelly, Susan	Instructional Coach
Gregory, Eric	Instructional Technology
Gregory, Tracy	Instructional Coach
Gohagen-Mosley, Vicki	Assistant Principal
Allevato, Anthony	Instructional Coach
Lewis, Abby	Instructional Coach
Ball, Sally	Instructional Coach
McDonald, Nora	Teacher, K-12
Pavese, Krista	Teacher, K-12
Nelson, Kyle	Teacher, K-12
Maloney, Emily	Instructional Coach
McNulty, Tara	Teacher, K-12
Bryan, Mollie	Teacher, K-12

b. Duties

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

The roles of each member are as follows:

Classroom Teacher

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

TIF, Reading or Math Coach/Specialist

- * Train teachers in interventions, progress monitoring, differentiated instruction
- * Implement supplemental and intensive interventions
- * Model lessons
- * Teach small groups daily
- * Collect school-wide data for team to use in determining at-risk students

Speech-Language Pathologist

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

Principal/Assistant Principal

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

Guidance Counselors

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

Intervention Support Specialist

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

School Psychologist

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

ESE Teacher/Staffing Specialist

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

Specialist (Behavior, PBS, OT, PT, ASD)

- * Consult with MTSS Team

Student Observation

- * Provide staff trainings
Social Worker
- * Attend MTSS Team meetings when requested
- * Conduct social-developmental history interviews and share with MTSS Team
ESOL/ELL Representative
- * Attend all MTSS Team meetings for identified ELL students, advising and completing LEP paperwork
- * Schedule language screenings and assessments
- * Provide teachers ELL interventions at all tiers
- * Oversee WIDA Testing

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

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

Title I, Part A

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

Title I, Part C- Migrant

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

Title I, Part D

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

Title II, Part A

Title I coordinates with other programs funded under NCLB through the SIP (School Improvement Plan) process. Within this plan, schools complete a Professional Development Plan in collaboration with Title II. The PDP is concentrated in reading, math, science and writing to meet the needs of the targeted subgroups not making annual AMO targets. The PDP includes teachers, paraprofessionals, and administrators. As part of the School Advisory Council, parents are included in this planning process. Each school completes a needs assessment before writing goals for the year. School

improvement plans are written to ensure compliance with all state and national regulations. This collaboration ensures that all programs funded under NCLB use funds to support schools, not supplant district obligations. All school improvement plans are reviewed at the district level for appropriate use of funds and effectiveness. This district level review prevents duplication of services and facilitates coordination between agencies. Each school's SIP is reviewed by all stakeholders and submitted to the Board for approval. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title III

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

Title X- Homeless

Title X coordinates with Title I, Part A, to provide comparable services to homeless children who are not attending Title I schools. By providing ongoing collaboration between Title X and Title I, Part A, program staff, the same services for homeless students in Non-Title I schools are provided to homeless students in Title I schools. In addition to serving homeless students not enrolled in Title I schools, set-aside funds are used to provide services to homeless students who are attending Title I schools. Homeless students who attend Title I school-wide or targeted assistance schools may have unique challenges that are not addressed by the regular Title I program at these schools. These challenges may create barriers to full participation in Title I programs and defeat the overarching program goal of helping all students meet challenging state standards. For instance, students residing in shelters, motels, or other overcrowded conditions may not have a quiet place to study at the end of the day and may require extended after-school library time; tutoring and/or accessibility to tutoring as needed, school supplies, expedited evaluations, extended days/ learning opportunities, Saturday schools, summer academic camps, coordination of services with shelters or other homeless service providers, or, a student who is dealing with the stress and anxiety associated with homelessness may not be able to focus on his or her studies and may benefit from school counseling services. Through Title I, Part A, or Title I, Part A, in conjunction with Title X, McKinney-Vento funding homeless students can take part in services that enable them to benefit more from a school's Title I program.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

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

Nutrition Programs

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

Housing Programs

Head Start

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

Adult Education

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

Career and Technical Education

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

Job Training

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

Other

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Marsha Bur	Principal
Shelby Vick	Education Support Employee
Abby Lewis	Teacher
Marie Noel	Teacher
Katherine Benner	Teacher
David Hall	Business/Community
Marcia Sandoval	Education Support Employee
Krissy Whittier	Business/Community
Hecmar Moya	Parent
Ruth Neal	Parent
Kathy Ann Ghullillikie	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

Dr. Bur presented last year's plan and it was approved. Parents and teachers celebrated the progress of improving from an F to a B. Parents were invited to attend the upcoming meeting to plan the 2016-17 SIP.

b. Development of this school improvement plan

Members of the leadership team, support staff, our community and business partner, and parents worked together to create goals for the SIP. During the September 27th, 2016 SAC meeting the new plan will be reviewed. Those present will be given the opportunity to ask questions, make recommendations and approve revisions prior to voting and reaching consensus on the SIP.

c. Preparation of the school's annual budget and plan

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

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

\$2,882.00 was used for the purchase of mock testing materials.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Hall, Gail	Instructional Coach
Lewis, Abby	Instructional Coach
McDonald, Nora	Teacher, K-12
Noel, Marie	Teacher, K-12
Whitten, Anna	Teacher, K-12
McNulty, Tara	Teacher, K-12
Newman, Lyn	Teacher, K-12
Newborn, Heather	Teacher, K-12
Mullin, Amian	Teacher, K-12
Lopez, Jacki	Teacher, K-12
Ball, Sally	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The initiative of the LLT will be to discuss and plan ELA activities correlated to the Florida Standards that will increase the classroom teacher's depth of knowledge as well as provide engaging activities that are differentiated for students during the ELA and intervention blocks.. This team will also plan and host a Family Reading night for our students and their families in September.

D. Public and Collaborative Teaching

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

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Our grade levels have common planning time daily for 50 minutes. Grade levels produce common lesson plans with common formative assessments. PLC meetings have documentation of data discussed and plans for intervention and extension. All teachers are part of a Goal Team that meets on a monthly basis (Literacy Leadership, Math, Science, PBS, and Sunshine).

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

At Colonial Elementary we provide site-based mentoring and/or professional development offered to new teachers through the district APPLS program. Administrators attend district Job Fair to recruit new teachers who were invited based on qualification. Leadership roles/responsibilities are assigned to encourage professional growth and retain highly qualified teachers. We are developing a teacher recognition program for celebrating success. TIF teachers work to increase the number of highly qualified teachers using the district's Teacher Evaluation System. Sunshine Committee plans social events to increase teacher morale and build positive relationships between staff members.

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

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

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

All teachers use formative assessments to guide their instruction and differentiate their lessons according to the needs of their students. Intervention schedules, strategies and personnel are posted on SharePoint. Each grade level has a 35 to 50 minute intervention period daily where resource teachers and/or paraprofessionals work with students that are grouped according to their specific academic needs and proficiency of grade-level standards.

2. 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:

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

*Orientation meetings will be held prior to the start of the school year for kindergarten students and their families to familiarize them with the school and expectations for the coming year.

*All students are assessed prior to or upon entering within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

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

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

4. 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.** We will increase student achievement.

- G2.** If we increase aligned resources to our current behavior plan, then our suspension rates will be reduced.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. We will increase student achievement. 1a

G081537

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	3.0
Math Lowest 25% Gains	3.0
FSA Science Achievement	7.0

Targeted Barriers to Achieving the Goal 3

- absenteeism (student and faculty)
- lack of parent/guardian involvement

Resources Available to Help Reduce or Eliminate the Barriers 2

- Strategic schedule
- Crisis Team (behavior specialists, counselors, social worker, security, admin)
- Title I funding
- Additional academic support (lower student to teacher ratio)

Plan to Monitor Progress Toward G1. 8

Staff Time Clock Reports

Person Responsible

Susan Donnelly

Schedule

Monthly, from 8/1/2016 to 5/26/2017

Evidence of Completion

Lee Time Clock reports will reflect an improved trend of staff attendance.

Plan to Monitor Progress Toward G1. 8

Student Focus Attendance Reports

Person Responsible

Christina Wilson

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

District reported monthly attendance percentages will increase.

G2. If we increase aligned resources to our current behavior plan, then our suspension rates will be reduced. 1a

G081538

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	-3.0

Targeted Barriers to Achieving the Goal 3

- Lack of social skills

Resources Available to Help Reduce or Eliminate the Barriers 2

- Second Step Curriculum
- PBS
- Crisis Team (school counselors, behavior specialists, social worker, PBS coach)

Plan to Monitor Progress Toward G2. 8

Out of school suspension data

Person Responsible

Vicki Gohagen-Mosley

Schedule

Monthly, from 8/31/2016 to 5/26/2017

Evidence of Completion

District Application Out of School Suspension Report will decrease

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. We will increase student achievement. 1

G081537

G1.B1 absenteeism (student and faculty) 2

B215431

G1.B1.S1 Improve student and teacher attendance. 4

S227635

Strategy Rationale

Increased staff and student attendance leads to increased academic achievements by keeping a lower student to teacher ratio.

Action Step 1 5

PBS team has an incentive for staff perfect attendance monthly

Person Responsible

Susan Donnelly

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Track staff attendance monthly to monitor.

Action Step 2 5

Social worker follows up with daily student absences.

Person Responsible

Christina Wilson

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

Student attendance records

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

PBS staff incentive records

Person Responsible

Susan Donnelly

Schedule

Monthly, from 8/31/2016 to 5/26/2017

Evidence of Completion

Monthly PBS committee review

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

Focus Student Attendance Reports

Person Responsible

Christina Wilson

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

Social Worker contact logs

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

The PBS Committee will meet monthly to review trends.

Person Responsible

Susan Donnelly

Schedule

Monthly, from 9/12/2016 to 5/15/2017

Evidence of Completion

Lee Time Clock

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

Social Worker will review attendance reports

Person Responsible

Christina Wilson


Schedule

Daily, from 8/10/2016 to 5/26/2017


Evidence of Completion

Focus Student Attendance Reports

G1.B2 lack of parent/guardian involvement 2

 B215432

G1.B2.S1 Increase parent/guardian involvement. 4

 S227636

Strategy Rationale

When parents/guardians are involved student achievement increases.

Action Step 1 5

Colonial will increase parental/guardian involvement opportunities through implementation of the Watch DOG Program.

Person Responsible

Marsha Bur

Schedule

Monthly, from 9/30/2016 to 5/26/2017

Evidence of Completion

Parent/Guardian attendance sheets

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

Calendar of events and parent/guardian participation percentages

Person Responsible

Marsha Bur

Schedule

Monthly, from 9/30/2016 to 5/26/2017

Evidence of Completion

Evaluation forms from individual events

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

Participation reports and review evaluations

Person Responsible

Marsha Bur

Schedule

Monthly, from 9/30/2016 to 5/26/2017

Evidence of Completion

Participation percentages will increase throughout the school year

G2. If we increase aligned resources to our current behavior plan, then our suspension rates will be reduced.

1

G081538

G2.B1 Lack of social skills 2

B215435

G2.B1.S1 Implement out-of-school suspension alternatives 4

S227637

Strategy Rationale

Preventative social skills instruction

Action Step 1 5

Teachers will provide whole group Second Step instruction daily in their classrooms.

Person Responsible

Vicki Gohagen-Mosley

Schedule

Daily, from 9/6/2016 to 5/26/2017

Evidence of Completion

Lesson Plan monitoring

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

Classroom walk through observations

Person Responsible

Vicki Gohagen-Mosley

Schedule

Monthly, from 9/12/2016 to 5/26/2017

Evidence of Completion

Data collection logs

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

Teachers will be provided training, counselors available for small group instruction and modeling

Person Responsible

Vicki Gohagen-Mosley

Schedule

Weekly, from 9/6/2016 to 5/26/2017

Evidence of Completion

Training sign-in sheets, lesson plans, small group logs

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.MA1 M290078	The PBS Committee will meet monthly to review trends.	Donnelly, Susan	9/12/2016	Lee Time Clock	5/15/2017 monthly
G1.MA1 M290084	Staff Time Clock Reports	Donnelly, Susan	8/1/2016	Lee Time Clock reports will reflect an improved trend of staff attendance.	5/26/2017 monthly
G1.MA2 M290085	Student Focus Attendance Reports	Wilson, Christina	8/10/2016	District reported monthly attendance percentages will increase.	5/26/2017 daily
G2.MA1 M290088	Out of school suspension data	Gohagen-Mosley, Vicki	8/31/2016	District Application Out of School Suspension Report will decrease	5/26/2017 monthly
G1.B1.S1.MA4 M290079	Social Worker will review attendance reports	Wilson, Christina	8/10/2016	Focus Student Attendance Reports	5/26/2017 daily
G1.B1.S1.MA1 M290080	PBS staff incentive records	Donnelly, Susan	8/31/2016	Monthly PBS committee review	5/26/2017 monthly
G1.B1.S1.MA3 M290081	Focus Student Attendance Reports	Wilson, Christina	8/10/2016	Social Worker contact logs	5/26/2017 daily
G1.B1.S1.A1 A289139	PBS team has an incentive for staff perfect attendance monthly	Donnelly, Susan	8/10/2016	Track staff attendance monthly to monitor.	5/26/2017 monthly
G1.B1.S1.A2 A289140	Social worker follows up with daily student absences.	Wilson, Christina	8/10/2016	Student attendance records	5/26/2017 daily
G1.B2.S1.MA1 M290082	Participation reports and review evaluations	Bur, Marsha	9/30/2016	Participation percentages will increase throughout the school year	5/26/2017 monthly
G1.B2.S1.MA1 M290083	Calendar of events and parent/guardian participation percentages	Bur, Marsha	9/30/2016	Evaluation forms from individual events	5/26/2017 monthly
G1.B2.S1.A1 A289141	Colonial will increase parental/guardian involvement opportunities through implementation of the...	Bur, Marsha	9/30/2016	Parent/Guardian attendance sheets	5/26/2017 monthly
G2.B1.S1.MA1 M290086	Teachers will be provided training, counselors available for small group instruction and modeling	Gohagen-Mosley, Vicki	9/6/2016	Training sign-in sheets, lesson plans, small group logs	5/26/2017 weekly
G2.B1.S1.MA1 M290087	Classroom walk through observations	Gohagen-Mosley, Vicki	9/12/2016	Data collection logs	5/26/2017 monthly
G2.B1.S1.A1 A289142	Teachers will provide whole group Second Step instruction daily in their classrooms.	Gohagen-Mosley, Vicki	9/6/2016	Lesson Plan monitoring	5/26/2017 daily

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	PBS team has an incentive for staff perfect attendance monthly	\$0.00
2	G1.B1.S1.A2	Social worker follows up with daily student absences.	\$0.00
3	G1.B2.S1.A1	Colonial will increase parental/guardian involvement opportunities through implementation of the Watch DOG Program.	\$0.00
4	G2.B1.S1.A1	Teachers will provide whole group Second Step instruction daily in their classrooms.	\$0.00
Total:			\$0.00