The School District of Lee County

Gulf Elementary School

2016-17 Schoolwide Improvement Plan

Gulf Elementary School

3400 SW 17TH PL, Cape Coral, FL 33914

http://gfe.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	No	64%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	37%

School Grades History

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

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 Gulf 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.

The mission of Gulf Elementary School is to create a community of learners who are equipped with the knowledge, strength of character, and desire to reflect on the past, achieve in the present, and build for the future.

b. Provide the school's vision statement.

To be a world class elementary school.

2. School Environment

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

Gulf Elementary teachers attend weekly learning team meetings where student work and assessments are analyzed to determine areas of strengths and weaknesses to drive reteach instruction. Teacher also attend weekly collegial planning providing opportunities for teacher to collaborate thereby developing more rigorous lessons. Student involvement in the academic process is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop a plan for learning. Students become partners in the assessment process.

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

Our school participates in the Watch DOGS program. Students love when their father or father figure comes to school to volunteer. This program not only displays a positive and safe environment for the student of that father, but also for every student that sees him. We have a safety patrol system that promotes supporting each other and being mindful of classroom and school rules. Every student wants to be a safety patrol but in order to participate students must show proficient academic achievement and positive behavior. We take a proactive positive direction instead of a reactive direction involving consequences. Students are given "golden tickets" when they have been seen acting in an appropriate manner. The students then get to place their tickets in a raffle for a prize from the school's treasure chest. Students are expected to live up to the "EAGLE Expectations" which include: Engage in learning; Act responsibly; Give respect; Let others learn; Encourage safety. We ensure that relationship-building is a clear priority with embedded cultural activities within our curriculum and daily course work. Our school will infuse the content required by Florida Statue 1003.42(2), as applicable to appropriate grade levels, including but not limited to: History of Holocaust, History of Africans and African Americans, Hispanic Contributions, Women's Contributions, Sacrifices of Veterans. Additional content required for instruction by Florida Statute 1003.42(2), as applicable to appropriate grade levels, include: Declaration of Independence, Constitution of the United States and the Bill of Rights, Federalist papers: Republican form of Government, Flag education, Civil Government, History of US, Principles of Agriculture, Effects of alcohol and narcotics, kindness to animals, Florida History, Conservation of natural resources, Health education, Free enterprise, and character-development.

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.

Gulf Elementary utilizes District protocols for disciplinary incidents and they are posted in our student handbook and distributed electronically and in writing if necessary to every student. Students and parents sign that they are in agreement with these policies and procedures. Teachers have clear behavioral expectations and administration provides clear direction and training when necessary for school personnel to ensure the system is fairly and consistently enforced.

Agitation/Escalation:

Many things can trigger agitation in children with autism:
? Not getting what he/she wants
? Not doing what he/she wants to do
? Not being able to regulate to environmental stimuli
? Not being able to regulate to internal stimuli

All of these triggers represent a demand to shift gears: shifting to a new activity; shifting away from a routine; shifting attention away from something uncomfortable externally; and, shifting attention away from something uncomfortable internally.

Children who are developmentally compromised in the areas of flexibility and frustration management usually:
? Lack the capacity to manage emotions associated with frustration well enough to think clearly in the midst of crisis; and
? Lack the ability to shift their thoughts from their agenda to your agenda even when faced with very meaningful consequences.

Treating "out of control", irrational, incoherent, destructive and sometimes abusive behavior with consequences is not routinely effective in children with autistic spectrum disorders. Even when the punishment is very meaningful to the child, he/she probably won't be able to access that looming consequence in the middle of a meltdown and miraculously regain control, stop flailing around and return to the world of the rational. This is a very important concept in working with your explosive students.

Proactive strategies for maintaining a learning environment (ongoing):

Every time we work with a student, we begin our session with strategies already in place. The strategies we use are individualized but often include the following:
? Access to communication
? Access to choice
? Predictability
? Access to quality of life
? Environmental adaptations
? Analysis of common challenging behaviors and the motivation behind these behaviors
? Utilization of strengths and special interests as a mechanism for teaching
? Access to meaningful reinforcers

Warning signs of agitation and escalation:

Each child is different and each child has their own set of warning signs that indicate mounting stress and frustration. However, we can be pretty sure that an episode of agitation starts with refusal.

Refusal can be shown in lots of ways: By saying "No!" effectively; by falling to the floor; by not moving; by hitting, kicking, pinching, biting; or by hiding under the table. Children with autism may refuse for many reasons and most of these reasons are linked to the universal difficulty with shifting attention.

Intervening

So what can you do to de-escalate a refusing child?

First, it is important for you to think about the demand that you are making on the child. Is it one of those completely non-negotiable requests? Is it one that on a good day is worth pursuing but on a bad day is not? Or is it something that is simply not really important? You must prioritize your demands.

A level demands = Non-negotiable
B level demands = Important, but not totally essential, can be put on hold if the child is stressed about other things
C level demands= Non-essential, eliminate

So now you know that every time a child becomes agitated when requested to shift gears from what they are doing to what you want them to do, you need to make sure that your request is essential (A level) or you should consider deferring or delaying your request (C level). Do they really need to put on their shoes? Does it really matter if they eat dessert before their pretzels? If it is really a C level request (not important), give them a choice (modeling appropriate, non-agitated communication) and accept their selection.
Oh, you want your shoes off. Shoes on later? Okay, shoes later.

If, however, it is a fine day to work for growth and the development of new skills and you proceed with your B level request, you still need to be wise about how you intervene so that you help the child with problem solving before the agitation escalates and a meltdown ensues.

? At the first signs of agitation, you need to demonstrate to your child that you understand how hard it is to shift gears. You need to become his/her partner in this, not his/her adversary. As Dr. Greene says,
"When children are stuck in the red haze of inflexibility and frustration, they respond a lot better if they perceive adults as potential helpers, rather than as enemies"[1]
To do this, you need to offer him/her the words and affect that describe the mounting feelings. I know you are mad. You are really mad that it is time to go! It is hard to stop playing with that toy. I understand.
? You need to give your student time and space (remember that language processing can be slow and shifting gears even slower)
? You need to provide visual information instead of constant verbal prompting and/or correction.
? You should provide support and help in a calm, non-threatening manner.
? You might offer to do the activity with the child.
? You might try humor or surprise as a way of interrupting the upward spiral of agitation. If the child responds, and their affect changes to one of pleasure or curiosity, you now have a more cognitively available child for solving the problem that was fueling the agitation.
? If your student is able, you might frame the problem and get them to help with the solution.
* Uh-oh… we have a problem. I want you to get ready to go home and you want to continue to play. What can we do about this that makes both you happy and me happy?
* Remember that with a B level request there should be flexibility in how things get solved. You need to be open to the child's solutions as long as it fits the parameters (a solution that makes both you

and your student happy).
* You might need to help the child with a solution by offering choices and suggestions. After all, if they were good at coming up with solutions to these problems, they wouldn't be autistic.

Many of the strategies for A level requests are the same as previously described for B level. We still want to help a child calm down and shift their attention to the request. We still want to empathize, to provide time and space for de-escalation and compliance, to use visual supports while decreasing the amount of language being used, to use humor if appropriate, and to offer help. What we can't do however is change the limit that we are setting. We can't compromise. If you find that you can and do compromise in the end, then that was not an A level request.

A level requests are usually the trigger for full escalations. For a child that is inflexible, rigid, and routine-bound (as many of our children with autism are), being told that he/she must or mustn't do something is often intolerable. When the child finds that this limit can't be changed or altered or negotiated but simply needs to be accepted, it can be very difficult. As the adult proceeds to follow-through with the requirement, the child becomes enraged. Now he/she can't reason, his/her body often goes out of control and he/she becomes incoherent. This is the meltdown.

Meltdown:
What do you do?

? You need to wait it out safely.
? You need to have one person manage the meltdown with others nearby to help you (not to help the child).
? The person who manages the meltdown should know the child well and should feel that they will do a good job. If you are uncertain or overwhelmed or if you have lost your objectivity, hand the job over to someone else.
? You need to isolate the child. If he/she doesn't want to come with you into a safe spot, then move other children and/or other staff away.
? You need to stop talking unless your words have a soothing effect.
? If the child is attempting to hurt himself/herself or others, including you, you need to use protective strategies so that no one gets injured.
? Once the child has begun to calm down, you might offer sensory activities such as rocking or deep pressure if, and only if, you know that this is helpful in re-organizing the child.
? Once the child has begun to calm down, you might offer the child a drink or something to eat if, and only if, you know that eating and drinking is helpful in calming and focusing this child.
? You might offer to help the child with calming strategies that he/she has practiced during non-crisis times such as counting backwards, deep breathing or singing a repetitive song.

Recovery

? When the child is out of crisis, and the request has been met (medicine has been swallowed, seatbelt has been fastened, whatever), it is important to let the child know that even though it was hard, they did a good job complying and you are proud of them. The recovery phase is short for children with limited insight. For those who can and do have insight, it is important to talk about how hard it was and how bad they felt and what can be done next time so that everyone feels better. What you always do….

? Responding to basic needs: Proactive strategies for helping to manage stress for the child and optimize functioning and learning are an important part of every child's treatment, whether it be in the home, the school, the community or in groups. These include enhancing the opportunity for both receptive and expressive communication; adapting the environment; providing predictability; and fulfilling sensory needs.

But if they don't work on a given day or in a particular circumstance…

? Responding to agitation and escalation: The strategies for defusing potential meltdowns include: becoming the child's partner as opposed to adversary; giving the child space and time to process the problem; decreasing language; using visual supports; and, if possible, helping the child frame and solve the problem in a way that is satisfying to both you and the child.

But if these interventions don't work…

? Responding to crisis: The strategies for managing a meltdown in a therapeutic manner include isolating the child for his/her safety and the safety of others, using protective strategies in the event of dangerous and/or aggressive behavior, and waiting for the storm to blow over. As the child begins to calm, you may find that certain sensory activities increase the child's ability to grow calm and focused again.

After it is over…

? The learning phase: Although many children with autism have limited insight into their own behaviors, it is important to eventually discuss what happened with the child and to devise, as a team, ways to rehearse similar situations during non-stressed moments. Social stories, rehearsal and possibly desensitization with regular reinforcement are all appropriate post-meltdown techniques.

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.

During the 16-17 school year students in grades K-5 will participate in the Second Step Social-Emotional Program. The Social Emotional Learning special is one time per week for thirty minutes. School counselors implement the program with the classroom teacher. The monthly theme is communicated with staff, students, and parents. The homelink connection is provided to students both hard copy and via the school webpage. We utilize peer mentoring and character building in daily instruction. We utilize the school's social worker when necessary.Our school uses a people 1st language. All students, including SWD's, are given equal consideration for recognition through awards and other school events.

3. 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).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Our data entry person works with classroom teachers to determine students with a high rate of absences. Teachers make contact with the parents or guardians to discuss student attendance and if the problem persists administration meets with the parents or guardians. If attendance remains an issue the school social worker is involved in the situation and follows school board policy and the law.

Every student has a planner that is to be signed by their parent or guardian every evening. The planner lays out our attendance policy. When a student is absent parents are required to either email the teacher or attendance manager, write a note in the planner, or provide a doctors note. Included needs to be: child's name, child's teacher, date of the absence, and reason for absence. A phone call will not be accepted to excuse an absence. An email or a written note from the parent or guardian is a request that the student's absence be excused and may be denied at the discretion of the principal. When a student is absent 4 or more consecutive days for illness; a doctor's note is required for the

absence to be excused.
Absence from school may be excused by the principal or designee for the following reasons:
*illness of the student
*Illness of an immediate family member
*Death in the immediate family
*Religious holiday of the student's own faith
*Required court appearance or subpoena
*Scheduled medical or dental appointment
*Special event: examples of special events include important public functions, conferences, state/ national competitions as well as exceptional cases of family need. The student must request and receive permission from the principal at least 5 days prior to the event.

Absences-Excused Tardies and Early sign-outs
Any amount of loss of instruction time, including leaving before 3:10 PM is considered a tardy/ early sign-out. A tardy or early sign-out will be excused by the principal for the following reasons:
*sickness or injury (leaving from the clinic only)
*long term illness (verified by a physician's note)
*medical or dental appointments, only when a physician's note is provided
*Death in the family
*Student meeting scheduled by the school
*Required court appearance or subpoena
*Other unique situations as presented on a case by case basis to the principal

Absences-Unexcused Absences, Tardy or Early Sign-Out
An unexcused absence, tardy or early sign-out, is any absence which has not been prearranged and approved by the principal and is not defined as excused in this policy.
*An absence from school without notice from a parent or guardian
*Trips or vacations
*Truancy
*Absences due to communicable disease requirement beyond the stated duration of communicability
*Failure to comply with the necessary medical enrollment criteria unless specifically explained in a physician's note.

An unexcused tardy or unexcused early dismissal shall be given, but not limited to, for the following reasons:
*over sleeping, missing the school bus, shopping trips, sport games, or picking up your child early to avoid a long wait, or personal reasons.
*A continued medical reason and the physician's note does not stipulate that the medical condition justifies the student's tardiness or early sign-out.

Absences-Excessive Absences, Tardiness or Early Sign-Out
*All unexcused absences, excused absences where a student is at-risk academically, unexcused tardies, and unexcused early dismissal from school shall be considered when studying excessive absences.
*Nineteen (19) absences per year shall be deemed excessive
*Six (6) or more tardies per quarter shall be deemed excessive
*Excessive early sign-outs will be addressed on a case by case basis to determine if there is a pattern on non-attendance
*Unless excused under the provisions of the school's policy, accumulated early sign-outs will be recorded as unexcused absences.
*When a student accumulates an excessive number of absences and additional absences occur, which are caused by illness, a written statement from a physician verifying that the absence was caused by an illness must be submitted by the parent or guardian.

Absences-Absences-Retention due to excessive absences, tardiness, and/or early dismissal from school
If a student accrues nineteen (19) or more excused or unexcused absences or excessive tardies (6 or more in a 9 week period) where the student is at risk academically within a school year, the student may be referred to the Child Study Team to be considered for possible retention. When a student's name is referred to the Child Study Team, all absences and all unexcused tardies, as well as early sign-outs, will be reviewed (School Board Policy 4.16)

Absences-Makeup Work
Missed school and homework, due to an absence, may be requested only if the child has been out two (2) or more days. Please inform the school as early as possible if you request work. Schoolwork may be picked up after dismissal. This allows the teacher time to gather the child's books and assignments.
The teacher shall work with the student to allow the student to make up any missed assignments, tests, homework, etc. whether for excused or unexcused absences.
The missed school work is due in the same number of days that the student was absent plus 1 additional day (i.e. missed two (2) days the student has three (3) days to turn in work).
Immediately upon returning to school from an absence, the student shall be given the number of days missed plus one additional day to submit make-up work for full credit.

b. Provide the following data related to the school's early warning system

1. 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	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	6	0	0	0	0	0	0	0	0	6

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Gulf Elementary's leadership team PLC's every Tuesday to address students being identified through the early warning system. Intervention strategies employed by the school are:Teacher-student mentors, attendance letters are sent home, daily absent phone call is made by parent link, counselor meets with students, MTSS process and data meetings, and analyzing of intervention programs. All members of the leadership team attend grade level PLC's to make sure our system is fluid and works not only to support student achievement but further supports teachers.

B. Family and Community Engagement
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).

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. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?
No

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

2. Description

Implementation of Watch D.O.G.S. program, Dad's of Great Students. Dad's volunteer 1 full day per year. Math Night, STEM Night, Book Fair, Fall Festival, Technology Tools for Parents, SAC and PTO meetings, Conferences, Music Performances, Talent Show, Field Day. The district now has an app for tablets and smart phones. Families can log in and have access to their child's grades, lunch account, receive notifications from the teacher, school, and district and contact the teacher.

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.

Gulf has built relationships with community organizations and businesses all over Lee County. Some of these relationships have been built through community members having students attend our school and others simply by reaching out and inviting participation. Target, Publix, 7-Eleven and Walgreens have all either donated supplies or sent employees for the last several years and will continue to support school activities this year. We nurture the relationships that we build through appreciation and always send thank you notes to convey our thanks. We use social media such as our FaceBook and Twitter to inform our community of the support that has been provided, therefore providing additional advertising for the supporting organization. We further send home newsletters to inform parents of what is going on at school and community involvement opportunities.

C. 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).

1. School Leadership Team

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

Name	Title
Verblaauw, Kim	Principal
Carlisle, Tamara	Assistant Principal
Myers, Jennifer	Instructional Coach
Pink, Ashley	School Counselor

b. Duties

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

Tier 1(Leadership Team)

• Administrator(s), MaryBeth Grecsek and Kim Verblaauw will schedule and facilitate regular MTSS meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources; In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving
•Jennifer Myers the school Invervention Specialist
and Abbey Hafer school Behavior Specialist
•Special education personnel:
Yvette Kirgan, School Nurse, if needed
Erin De la Costa, Social Worker, if needed
Marty Uhlar or Kathy Keil, Speech and Language Pathologist, if needed
Diana Powers, School Psychologist, if needed
Michelle Brown ESE Teacher, if needed
Nancy Eggling, Staffing Specialist, if needed
Doris Ramos, ESOL Representative, if needed

•School guidance counselor, Dani Clark
•Member of advisory group, community stakeholders, parents, Gina Esposito, Stacy Spencer, and
•In addition to Tier 1 problem solving, the Leadership Team members will meet periodically (specify frequency) to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2
Selected members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization.
In addition to those selected other teachers will be involved when needed to provide information or revise efforts.
Tier 2 Members
Administration, MaryBeth Grecsek and Kim Verblaauw, Jennifer Myers, Intervention Specialist, Abbey Hafer, Behavior Specialist, Nancy Eggling, ESE Specialist, and Dani Clark School Counselor.

Tier 3 SST
Selected members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.
Tier 3 members:
Administration, MaryBeth Grecsek and Kim Verblaauw, Jennifer Myers Intervention Specialist,Abbey Hafer school Behavior Specialist, Dani Clark School Counselor and Nancy Eggling, ESE Specialist.

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 Leadership Team uses the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.

3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring for all interventions and analyze that data using the Tier 2 problem solving process after each progress monitoring.

Tier 2
The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.
Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.
Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.
While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

We will use supplemental funds for improving basic education as follows: Title 2
•training for add-on endorsement programs, such as Reading, Gifted, ESOL, ESE, Implementation of CCSS.
•training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols
Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:
• tutorial programs
• parent outreach activities
• professional development on best practices for ESOL and content area teachers

• coaching and mentoring for ESOL and content area teachers
• reading and supplementary instructional materials(K-5)
• cultural supplementary instructional materials (K-5)
• purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science.

SAI supplemental funds will be used for improving math for students by providing them after school tutoring two days a week.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Jennifer Myers	Teacher
Kim Verblaauw	Principal
Jose Rodriguez	Education Support Employee
Stacy Barner	Parent
Cynthia Watkins	Teacher
Kaila Perrington	Education Support Employee
Gina Esposito	Business/Community
Scott Hertz	Parent
Bambi Goeble	Business/Community
Brandon Myers	Parent
John Barner	Parent

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

The SAC will approve the 2015-2016 School Improvement Plan and will discuss goals from last years SIP. Goals that weren't met will be addressed.

b. Development of this school improvement plan

Discussed 2015-2016 school academic data. Revised goals for the 2016-2017 school year.

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

Administration will present the school's annual budget and discuss how funding is and will be spent during the 2016-2017school year.

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

Provide staff development in professional learning communities and anaylzying data. After school tutoring for identified students not meeting grade level standards.

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
Verblaauw, Kim	Principal
Carlisle, Tamara	Assistant Principal
Brown, Michelle	Teacher, ESE
Pink, Ashley	School Counselor
Myers, Jennifer	Instructional Coach

b. Duties

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

The LLT meets at least once per month with the principal and assistant principal. The LLT plays an integral part in the leadership of the school. The principal empowers the LLT to develop and implement a variety of strategies to build a culture of reading throughout the school. Strategies may include 1) professional development opportunities for teachers, 2) a literacy newsletter for the school, 3) a schedule of activities that promote reading, 4) book chats for students and teachers, 5) presentations at faculty meeting and/ or parent nights. The principal provides support for the team by promoting diversified team membership, convenient times for the team to meet, leadership for productive team meetings, support and resources to implement team plans and assistance in developing strategies to support the lowest quartile of the students in reading

D. 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).

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

All grade levels have common planning to support grade level meetings, support peer teachers, and to hold weekly PLC meetings. During PLC meetings every team begins by creating meeting Norms and has a process to ensure the Norms are followed. PLC's follow a strict set of guidelines promoting a safe environment that is data driven and student focused. The master schedule has been designed to provide consistent time for teachers to meet. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

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

District provides support for new teachers. Teachers that are out of field must sign a contract to obtain credentials to obtain certification. Teachers are provided a peer teacher for support.
MaryBeth Grecsek, Assistant Principal

Gulf has developed strong Professional Learning Communities and continues to build and support strong collegial grade level teams. Professional Learning Communities are cross subject area and vertical to ensure students learning progresses at a necessary rate year after year.

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

Provided peer teacher within same grade level. Teacher/Peer teacher have common planning to review data and plan for learning.

Monthly meetings with new teachers and Administration, as needed progress monitoring meetings, Primary Specialist will attend grade level PLC meetings to assist with collaboration and support curriculum needs. Continue the implementation of Kagan Cooperative Learning into instruction with Kagan Coaching and modeling; new teachers will participate in online curriculum training to increase knowledge of curriculum and teaching strategies. Veteran teachers will be encouraged to attend Clinical Education Training to further support beginning educators.

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.

Teachers complete lesson plans in Google Drive and include State Standards being covered and best practices. Teachers document differentiated instruction and strategies used to support accelerated, remedial, and on level learners. Lesson plans are checked weekly by administration. Administration completes walk-throughs and follow up through a coaching model to monitor and support classroom instruction. Teachers are provided District approved student work books and curriculum to support the instruction of the state standards. Teachers follow the District created academic plans to ensure all standards are taught in accordance with the state requirements. Teachers also track standards using Mastery Connect, STAR Reading and Math, and Pearson.

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.

Teachers and Coaches utilize a variety of formative and summative assessments to monitor student progress. Programs such as Compass, Mastery Connect and Fast Math email student progress reports to the teacher so that electronic learning paths can be differentiated and individual personal support can be provided in the classroom. Students use the STAR Reading, Early Literacy, Math, and AR programs to assist with data tracking and these produce a variety of reports to support individual interventions. Teachers meet weekly during PLC's to track student data, discuss ways to support achieving students and re-mediate for struggling students. Best practices are shared with the PLC team to promote student achievement in all classrooms. Performance Matters allows teachers to identify specific standards that students have or have not mastered to make data driven decisions.

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: 2,040

Certified teachers will instruct fourth and fifth grade students in small groups. The curriculum for the Extended Day Program will be intensive math instruction for students who are below district and/or state standards. The instruction will target specific areas in which students are weak and will continuously be assessed to determine mastery.

Strategy Rationale

Students have individual needs and extended day will provide a constant cycle of intervention, formative assessements, and individual support. Communication with classroom teachers and families will further support what occurs in the Extended Day Program

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Myers, Jennifer, jenniferamy@leeschools.net

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

Data is collected by homeroom teachers, after school program teachers, and administration. This data is reviewed on a consistent basis and instruction is revised as necessary. At the end of each semester grade level data is reviewed to determine the effectiveness of the program by evaluating student gains and comparing students in the program against those not in the program. Professional Learning Communities are also beneficial in determining the effectiveness of this 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. § 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.

The District, in conjunction withe the local Head Start Agency, Early Learning Coalition, VPK Sites and other local preschool facilities, coordinates efforts to promote continually of services and effective transitions for children and their families. These include: 1) providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school, 2) Collaboration and participating in joint professional development including transition-related training for school staff and pre-school staff when feasible, 3) Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten, 4) Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.

The Fifth Grade Team works to set high expectations in all subject areas to provide the appropriate foundation for all students to be successful in middle school, providing them with a wider range of elective choices. The fifth grade students will participate in a field trip to a nearby middle school to expose students to the environment and support a smooth transition. The elementary school provides

the middle school with the necessary academic documents to aid the middle school in creating the appropriate schedule and course work.

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.

Gulf strives to create awareness through incorporation of SAC members and daily volunteers. Fathers or father figures may participate in our Watch D.O.G.S. Program to provide mentorship for not only their child but every student at Gulf. Teachers utilize college and career readiness curriculum and incorporate real world experiences to support instruction.

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

N/A

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

Gulf has implemented "Project Lead the Way" which uses problem based learning and the engineering design process (ask, explore, model, evaluate, explain) to solve problems through developing many possible solutions and narrowing them down to one final best choice. This problem solving strategy can further be applied across all academic areas.

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.

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

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

No files were uploaded

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

B. Problem Analysis Summary

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

C. Strategic Goals

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.   Ensure that schools are safe and conducive to learning and that students receive the supports necessary to achieve optimal health and happiness.

G2.   Inspire students to think and learn. Use research-based instructional strategies and other innovative strategies to ensure that all students meet high expectations and become critical thinkers and engaged citizens

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. Ensure that schools are safe and conducive to learning and that students receive the supports necessary to achieve optimal health and happiness. 1a

🔍 G082731

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	6.0

Targeted Barriers to Achieving the Goal 3

- Students lack the skills in self-regulations and social emotional competence.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Second Step a social emotional learning curriculum. Second Step is a district approved prevention curriculum that is evidence-based and proven to decrease problem behaviors and increase students' school success through the promotion of social-emotional competence and self-regulation

Plan to Monitor Progress Toward G1. 8

Review referrals submitted, peer mediation, and student infractions.

Person Responsible
Tamara Carlisle

Schedule
Every 6 Weeks, from 9/23/2016 to 5/22/2017

Evidence of Completion
Less referrals, students using self-calming techniques in the classroom and hallways, class dojo. Review data every 6 weeks.

G2. Inspire students to think and learn. Use research-based instructional strategies and other innovative strategies to ensure that all students meet high expectations and become critical thinkers and engaged citizens 1a

🔑 G082732

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	10.0

Targeted Barriers to Achieving the Goal 3

- Lack of knowledge in instructional shifts for mathematics

Resources Available to Help Reduce or Eliminate the Barriers 2

- Develop knowledge and skills of the Instructional Shifts in Mathematics and improve implementation of core actions.

Plan to Monitor Progress Toward G2. 8

STAR Math reports will be reviewed monthly

Person Responsible
Jennifer Myers

Schedule
Monthly, from 10/4/2016 to 4/4/2017

Evidence of Completion
STAR Math reports.

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. Ensure that schools are safe and conducive to learning and that students receive the supports necessary to achieve optimal health and happiness. `1`

`G082731`

G1.B1 Students lack the skills in self-regulations and social emotional competence. `2`

`B219182`

G1.B1.S1 Implementation of Second Step Social Emotional Curriculum in grades k-5. `4`

`S231554`

Strategy Rationale

Children with good social-emotional skills can: have empathy, manage strong emotions, solve interpersonal problems, make friends, get along well with other, persist at tasks and follow directions.

Action Step 1 `5`

Second Step curriculum will be implemented weekly for students in K-5.

Person Responsible

Ashley Pink

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Second Step pre and post survey.

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

Second Step special created in Master Schedule.

Person Responsible

Kim Verblaauw

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Parent take-home activities given and added to school web page weekly.

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

Talk it over tool implementation

Person Responsible

Tamara Carlisle

Schedule

Monthly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Review referral, peer mediation, and class dojo points.

G2. Inspire students to think and learn. Use research-based instructional strategies and other innovative strategies to ensure that all students meet high expectations and become critical thinkers and engaged citizens `1`

🔑 G082732

G2.B1 Lack of knowledge in instructional shifts for mathematics `2`

🔑 B219183

G2.B1.S1 Develop knowledge and skills of the Instructional Shifts in Mathematics and improve implementation of core actions `4`

🔑 S231555

Strategy Rationale

When we increase the knowledge and implementation of the instructional shifts, we will have to find the time and mindset to make it happen

Action Step 1 `5`

Extended day tutoring provided for students identified in the lowest quartile in grades 4 & 5 using STAR Math.

Person Responsible

Jennifer Myers

Schedule

Weekly, from 10/4/2016 to 4/4/2017

Evidence of Completion

STAR Math pre and post assessment for students attending. Monitoring student growth in mathematics.

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

Attendance monitored, groups adjusted based on standards and mathematical concepts not mastered using STAR Math.

Person Responsible

Jennifer Myers

Schedule

On 4/4/2017

Evidence of Completion

STAR Math Data

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

Coach provides follow up support to ensure implementation of the instructional shifts in Mathematics

Person Responsible

Jennifer Myers

Schedule

Monthly, from 10/4/2016 to 4/4/2017

Evidence of Completion

Each grade level kindergarten through fifth grade uploads weekly PLC minutes into Google folder shares with appropriate team members, administration and the coach. Minutes include data discussed and an action plan for addressing student/teacher needs

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					
G2.MA1 🔑 M299128	STAR Math reports will be reviewed monthly	Myers, Jennifer	10/4/2016	STAR Math reports.	4/4/2017 monthly
G2.B1.S1.MA1 🔑 M299126	Coach provides follow up support to ensure implementation of the instructional shifts in Mathematics	Myers, Jennifer	10/4/2016	Each grade level kindergarten through fifth grade uploads weekly PLC minutes into Google folder shares with appropriate team members, administration and the coach. Minutes include data discussed and an action plan for addressing student/teacher needs	4/4/2017 monthly
G2.B1.S1.MA1 🔑 M299127	Attendance monitored, groups adjusted based on standards and mathematical concepts not mastered...	Myers, Jennifer	10/4/2016	STAR Math Data	4/4/2017 one-time
G2.B1.S1.A1 🔑 A296041	Extended day tutoring provided for students identified in the lowest quartile in grades 4 & 5 using...	Myers, Jennifer	10/4/2016	STAR Math pre and post assessment for students attending. Monitoring student growth in mathematics.	4/4/2017 weekly
G1.MA1 🔑 M299125	Review referrals submitted, peer mediation, and student infractions.	Carlisle, Tamara	9/23/2016	Less referrals, students using self-calming techniques in the classroom and hallways, class dojo. Review data every 6 weeks.	5/22/2017 every-6-weeks
G1.B1.S1.MA1 🔑 M299123	Talk it over tool implementation	Carlisle, Tamara	8/22/2016	Review referral, peer mediation, and class dojo points.	5/26/2017 monthly
G1.B1.S1.MA1 🔑 M299124	Second Step special created in Master Schedule.	Verblaauw, Kim	8/22/2016	Parent take-home activities given and added to school web page weekly.	5/26/2017 weekly
G1.B1.S1.A1 🔑 A296040	Second Step curriculum will be implemented weekly for students in K-5.	Pink, Ashley	8/22/2016	Second Step pre and post survey.	5/26/2017 weekly

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	Second Step curriculum will be implemented weekly for students in K-5.	$0.00
2	G2.B1.S1.A1	Extended day tutoring provided for students identified in the lowest quartile in grades 4 & 5 using STAR Math.	$0.00
		Total:	$0.00