

The School District of Lee County

J. Colin English Elementary School



2016-17 Schoolwide Improvement Plan

J. Colin English Elementary School

120 PINE ISLAND RD, North Fort Myers, FL 33903

<http://jce.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	56%

School Grades History

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

**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 J. Colin English 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.

At J. Colin English Elementary, our mission is to inspire young people to become Internationally-minded "World Changers" by providing them with an inquiry-based learning environment that promotes global understanding and respect.

b. Provide the school's vision statement.

At J. Colin English Elementary, our vision is to develop "Learners for Life".

2. School Environment

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

J. Colin English Elementary School (JCE) has school alignment teams to ensure a successful culture between students and teachers. These alignment teams consist of Reading, Math, Positive Behavior Support (PBS), science, IB/ Social Studies. In these alignment teams, teachers will analyse data and evaluate school environment to increase student achievement and increase support.

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

J. Colin English has a safety team which has created a plan to ensure a our school is safe and orderly. The safety needs are met through planning for appropriate evacuation routes, creating a safety team, and preparing an environment where our students and staff feel safe and secure.

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.

J. Colin English is in its seventhth year of being a Positive Behavior School (PBS). That means that our students, staff and parents know we focus on the positives and celebrate successes. We have five school-wide expectations that empower all our students to do their best. These expectations are to be Safe, Orderly, Attentive, Respectful Self-Managers. These expectations make up our classroom's Essential Agreements.

Our partnership together is one of the most important variables in our students' success.

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.

Our school personnel implements a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. The measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of the students. We have lessons formally and impromptu surrounding our IB Learner Profile and IB attitudes that promote the physical, social and emotional development.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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.

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	
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	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level														Total
	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	0	

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

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/317614>.

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.

J. Colin English Elementary will ensure that parents are included in the development, implementation and evaluation of J. Colin English's Parent Involvement Plan, as well as all school-related plans, including, but not limited to, Schools' Parent Involvement Plans and School Improvement Plans, through

their participation in the School Advisory Council (SAC) and by providing input through their school's annual Parent Survey and the District Parent Satisfaction Survey. All Title I SACs, of which parents comprise 51%, review, evaluate, and provide feedback on JCEs PIP at our SAC meeting throughout the school year.

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
Garlick, Clint	Assistant Principal
Williams III, Joe	Principal
Macchia, Mark	Teacher, K-12
Guerin, Elaine	Other
Duron, Stephanie	Instructional Coach
Gonzalez, Sarah	Teacher, K-12
Hale, Ann	Teacher, K-12
Rabadeau, Celeste	Teacher, K-12
Mett, Teresa	Teacher, K-12
Comtois, Jessica	Teacher, K-12
Ellis, Rebecca	Teacher, K-12
Moneghan, Shanell	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

- Keep ongoing progress monitoring notes in a MTSS folder (FAIR, curriculum assessments, STAR or FSA scores, work samples, anecdotes) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
- Attend MTSS Team meetings to collaborate on & monitor students who are struggling
- Implement interventions designed by MTSS Team for students receiving supplemental and intensive supports.

•Deliver instructional interventions with fidelity

Reading or Math Coach/TIF Teacher

- Attend MTSS Team meetings
- Train teachers in interventions, progress monitoring, differentiated instruction
- Implement supplemental and intensive interventions
- Keep progress monitoring notes & anecdotes of interventions implemented
- Administer screenings
- Collect school-wide data for team to use in determining at-risk students

Speech-Language Pathologist

- Attend MTSS Team meetings for students receiving supplemental and intensive supports.

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

Principal/Assistant Principal

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

Guidance Counselor/Curriculum Specialist

- Often MTSS Team facilitators
- Schedule and attend MTSS Team meetings
- Maintain log of all students involved in the MTSS process
- Send parent invites
- Complete necessary MTSS forms
- Conduct social-developmental history interviews when requested

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, OT, PT, ASD)

- Consult with MTSS Team
- 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
- Conduct language screenings and assessments
- Provide ELL interventions at all tiers

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 J. Colin English 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
Greg Stanley	Business/Community
Kerri Haycook	Teacher
Cynthia Hargrove	Teacher
Joe Williams, III	Principal
Bryon Haycook	Parent
Veronica Rodriguez	Parent
Lori Radtke	Education Support Employee
Merline Laurent	Parent
Carrie Campbell	Teacher
Tracy Loso	Teacher
Rachel Gomez	Parent
Saskia Ordenez	Parent
Veronica Ortiz	Parent
Heather Evans	Business/Community

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

At the first meeting of the year, the school leadership team will present last year's plan and review the goals. The team will explain the annual measurable objectives to the SAC and review the growth. The leadership team will work with the SAC team evaluate the effectiveness of the programs, and plan for addition strategies to meet the goals for the new school year.

b. Development of this school improvement plan

The membership of SAC discusses the School-Wide Goals of the School Improvement Plan and gives input as to whether the goals are progressive enough to promote student achievement for the students of the school.

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

The purpose of the School Advisory Council is to perform the functions that are prescribed by the regulations of the School Board. The SAC will assist in the preparation and evaluation of the School Improvement Plan, will give advice concerning the annual school budget, and will approve the use of the school improvement funds.

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

School Improvement Funds are used to purchase supplemental materials for students in order to promote student achievement. They are also used to train teachers and assist them with their professional development. Generally, we allocate \$1,500 to promote student achievement and \$1,500 to assist with professional development.

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
Macchia, Mark	Instructional Coach
Williams III, Joe	Principal
Guerin, Elaine	Other
Duron, Stephanie	Instructional Coach
Gonzalez, Sarah	Teacher, K-12
Hale, Ann	Teacher, K-12
Moneghan, Shanell	Teacher, K-12
Garlick, Clint	Assistant Principal
Mett, Teresa	Teacher, K-12
Rabadeau, Celeste	Teacher, K-12

b. Duties

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

The LLT will continue to monitor student achievement in addition to providing support for the classroom teacher. Some of our major initiatives include:

- focus on increasing math student achievement in all grades, implementing math fact program as well as TIF teacher working with grades 3-5.
- focus on the lowest 25% making learning gains in both reading and math
- maintaining levels 3,4, and 5
- concentration on high level 2 students to get them to level 3
- focus on subgroups based on AMO (white, hispanic, and ED)

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.

The master schedule was created so that each grade level has 50 minutes of common planning time each day. Teachers also implement the PLC model at least once a week. During that PLC time, teachers review the norms, address the 4 critical questions, and establish goals. In addition, they also review data, share best practices, and collaborate on weekly plans for instruction and assessment. TIF teachers as well as administrators attend PLCs as well.

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

- Regular meetings of new teachers with assistant principal
 - Partner new teachers or teachers with less than 2 years experience with veteran staff members
 - Provide a means of communication for staff members to pose questions or concerns
 - Provide professional development monthly. Each training will focus on one specific top that aligns with our school goals
- Both the principal and assistant principal will be responsible.

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

We use the district's APPLES program with our beginning teachers. Currently we have 2 teachers who are in the process of completing the program. We will continue to provide support to our 2nd year teachers through monthly check-ins, PLCs, and grade level mentoring.

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.

JCE provided the instructional staff professional development at the start of the year in the area of the backwards design. The instructional staff will utilize the academic plan to plan out lessons, using the Florida Standards listed in the academic plan. The instructional staff will then plan assessments to assess the standards addressed, and then plan out the instructional strategies needed to implement their lessons, aligning them to the standards. J. Colin English also conducts weekly Professional Learning Community (PLC) meetings to analyze the assessment data. From this, they will adjust or modify their instructional practices to assist students with the standards taught. JCE also has an intervention time allotted daily to reinforce the standards which were not mastered in the particular instructional period.

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.

JCEs leadership team met when the state assessment data was available to create classes and to evaluate how effectiveness of the school's instructional programs. The leadership team used this data to identify the strengths and the deficits of each individual grade level. Some of the ways JCE is meeting the needs of the students is as follows:

- Providing intervention time within the classroom working with all students in English Language Arts and Mathematics.

- Differentiating instruction using the Compass Learning computer based program aligning the activities to the students' individual needs
- Monitoring data at the weekly PLC meetings to adjust or modify instruction to meet the needs of the students

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 Year

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 at 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.

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" 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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** The percentage of students with one or more Out-of-School Suspensions will decrease a minimum of 3% annually, or maintain at 5% or less as measured by entries in the District Support Application System.
- G2.** The students of J. Colin English Elementary will demonstrate learning in ELA, math, and science.

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. The percentage of students with one or more Out-of-School Suspensions will decrease a minimum of 3% annually, or maintain at 5% or less as measured by entries in the District Support Application System.

1a

G082926

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	5.0

Targeted Barriers to Achieving the Goal 3

- Teachers not familiar with effective classroom management strategies.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Kagan Cooperative Learning
- APPLS Mentor teachers
- PBS Team

Plan to Monitor Progress Toward G1. 8

District Priorities Progress Monitoring Out-of-School Suspension Data comparing 15-16 to 16-17

Person Responsible

Clint Garlick

Schedule

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

Evidence of Completion

District Priorities Progress Monitoring Out-of-School Suspension Data will be used to look for a decrease in out-of-school suspensions when comparing 15-16 with the 16-17 school year.

G2. The students of J. Colin English Elementary will demonstrate learning in ELA, math, and science. 1a

G082927

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	50.0
ELA/Reading Gains	57.0
ELA/Reading Lowest 25% Gains	65.0
FSA Mathematics Achievement	53.0
Math Gains	52.0
Math Lowest 25% Gains	40.0
FCAT 2.0 Science Proficiency	46.0

Targeted Barriers to Achieving the Goal 3

- Not all instructional staff are using STAR Reading and STAR Math to its potential
- Teachers generating additional differentiated instructions to improve student achievement based on students needs

Resources Available to Help Reduce or Eliminate the Barriers 2

- Renaissance Place
- Technology
- Professional Development geared towards Reading Groups
- Professional Development geared towards STAR Reading
- Instructional Coaching staff

Plan to Monitor Progress Toward G2. 8

STAR reading and math data will be assessed quarterly

Person Responsible

Elaine Guerin

Schedule

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

Evidence of Completion

STAR Reading and Math Growth 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. The percentage of students with one or more Out-of-School Suspensions will decrease a minimum of 3% annually, or maintain at 5% or less as measured by entries in the District Support Application System. **1**

 G082926

G1.B1 Teachers not familiar with effective classroom management strategies. **2**

 B219845

G1.B1.S1 Train teachers in Kagan Cooperative Learning **4**

 S232122

Strategy Rationale

Teachers will be able to use Kagan structures to control student discussions, enact procedures, and allow brain breaks throughout the school day.

Action Step 1 **5**

Kagan Cooperative Training

Person Responsible

Clint Garlick

Schedule

On 8/1/2016

Evidence of Completion

Inservice report of attendance; implementation of Kagan Strategies, Kagan strategies documented in Lesson plans.

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

Classroom Walk-Throughs

Person Responsible

Joe Williams III

Schedule

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

Evidence of Completion

Classroom Walk-Through notes; 2D Targeted Observations

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

Infraction Reports and Referrals

Person Responsible

Clint Garlick

Schedule

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

Evidence of Completion

Discipline Reports

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

Provide training and support in classroom management strategies

Person Responsible

Joe Williams III

Schedule

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

Evidence of Completion

Kagan Cooperative Training; APPLES meetings with administration and mentors focusing on classroom management; Professional Development trainings focused on classroom management and discipline

G1.B1.S2 Teachers will utilize Positive Behavior Interventions and Support (PBIS) rewards and celebrations to promote positive behavior in the classroom and around the school. 4

S232123

Strategy Rationale

PBIS helps to focus on the positive, instead of the negative behaviors.

Action Step 1 5

PBIS Quarterly Celebrations

Person Responsible

Theresa Stanley

Schedule

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

Evidence of Completion

Number of students in attendance to the event

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

Quarterly events on calendar and promoted to students

Person Responsible

Theresa Stanley

Schedule

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

Evidence of Completion

Flyers; students attendance to quarterly events

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

Provide support and trainings in classroom management strategies

Person Responsible

Joe Williams III


Schedule

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

Evidence of Completion

PBIS Trainings and reward system; Kagan Training; APPLES meeting with administration and mentors focusing on classroom management.

G2. The students of J. Colin English Elementary will demonstrate learning in ELA, math, and science. 1

 G082927

G2.B1 Not all instructional staff are using STAR Reading and STAR Math to its potential 2

 B219846

G2.B1.S1 The STAR Champions will roll out the initial training for the use of the standards from the Instructional Planning Reports during PLCs. 4

 S232124

Strategy Rationale

Teachers will be provided information for every individual students based off their performance on Florida's reading standards

Action Step 1 5

Teachers will use STAR, Instructional Planning Reports to guide instruction utilizing standards

Person Responsible

Elaine Guerin

Schedule

Every 3 Weeks, from 8/10/2016 to 5/26/2017

Evidence of Completion

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

Teachers and PLC team members will monitor standards using STAR during PLCs

Person Responsible

Elaine Guerin

Schedule

Every 3 Weeks, from 8/10/2016 to 5/26/2017

Evidence of Completion

Data will be noted on our PDSA document within our PLC meeting minutes

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

In the PDSA cycle, teachers will document the percentage of students meeting mastery for each benchmark standard.

Person Responsible

Elaine Guerin


Schedule

Every 6 Weeks, from 8/10/2016 to 5/26/2017

Evidence of Completion

The changes will be noted within the PDSA document.

G2.B4 Teachers generating additional differentiated instructions to improve student achievement based on students needs **2**

 B219849

G2.B4.S1 Specific/targeted professional development **4**

 S232125

Strategy Rationale

Teachers will increase their self-efficacy if they believe they have the training needed to provide appropriate instructional strategies.

Action Step 1 **5**

The leadership team will outline the professional development opportunities to be provided during the 2016-2017 school year.

Person Responsible

Clint Garlick

Schedule

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

Evidence of Completion

IN-Service reports on facilitated PDs.

Plan to Monitor Fidelity of Implementation of G2.B4.S1 **6**

During Leadership meetings, check in to see that all steps of the plan are being adhered to with fidelity.

Person Responsible

Joe Williams III

Schedule

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

Evidence of Completion

Minutes from leadership team meetings.

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Quarterly survey of teacher self-efficacy

Person Responsible

Mark Macchia

Schedule

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

Evidence of Completion

Survey results

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.A1 A296937	Kagan Cooperative Training	Garlick, Clint	8/1/2016	Inservice report of attendance; implementation of Kagan Strategies, Kagan strategies documented in Lesson plans.	8/1/2016 one-time
G1.MA1 M300467	District Priorities Progress Monitoring Out-of-School Suspension Data comparing 15-16 to 16-17	Garlick, Clint	8/10/2016	District Priorities Progress Monitoring Out-of-School Suspension Data will be used to look for a decrease in out-of-school suspensions when comparing 15-16 with the 16-17 school year.	5/26/2017 quarterly
G2.MA1 M300472	STAR reading and math data will be assessed quarterly	Guerin, Elaine	8/10/2016	STAR Reading and Math Growth Reports	5/26/2017 quarterly
G1.B1.S1.MA1 M300462	Provide training and support in classroom management strategies	Williams III, Joe	8/10/2016	Kagan Cooperative Training; APPLES meetings with administration and mentors focusing on classroom management; Professional Development trainings focused on classroom management and discipline	5/26/2017 daily
G1.B1.S1.MA1 M300463	Classroom Walk-Throughs	Williams III, Joe	8/10/2016	Classroom Walk-Through notes; 2D Targeted Observations	5/26/2017 quarterly
G1.B1.S1.MA2 M300464	Infraction Reports and Referrals	Garlick, Clint	8/10/2016	Discipline Reports	5/26/2017 quarterly
G2.B1.S1.MA1 M300468	In the PDSA cycle, teachers will document the percentage of students meeting mastery for each...	Guerin, Elaine	8/10/2016	The changes will be noted within the PDSA document.	5/26/2017 every-6-weeks
G2.B1.S1.MA1 M300469	Teachers and PLC team members will monitor standards using STAR during PLCs	Guerin, Elaine	8/10/2016	Data will be noted on our PDSA document within our PLC meeting minutes	5/26/2017 every-3-weeks
G2.B1.S1.A1 A296939	Teachers will use STAR, Instructional Planning Reports to guide instruction utilizing standards	Guerin, Elaine	8/10/2016		5/26/2017 every-3-weeks
G2.B4.S1.MA1 M300470	Quarterly survey of teacher self-efficacy	Macchia, Mark	8/1/2016	Survey results	5/26/2017 quarterly
G2.B4.S1.MA1 M300471	During Leadership meetings, check in to see that all steps of the plan are being adhered to with...	Williams III, Joe	8/1/2016	Minutes from leadership team meetings.	5/26/2017 monthly
G2.B4.S1.A1 A296940	The leadership team will outline the professional development opportunities to be provided during...	Garlick, Clint	8/1/2016	IN-Service reports on facilitated PDs.	5/26/2017 quarterly
G1.B1.S2.MA1 M300465	Provide support and trainings in classroom management strategies	Williams III, Joe	8/10/2016	PBIS Trainings and reward system; Kagan Training; APPLES meeting with administration and mentors focusing on classroom management.	5/26/2017 daily
G1.B1.S2.MA1 M300466	Quarterly events on calendar and promoted to students	Stanley, Theresa	8/10/2016	Flyers; students attendance to quarterly events	5/26/2017 quarterly
G1.B1.S2.A1 A296938	PBIS Quarterly Celebrations	Stanley, Theresa	8/10/2016	Number of students in attendance to the event	5/26/2017 quarterly

V. Professional Development Opportunities

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

G1. The percentage of students with one or more Out-of-School Suspensions will decrease a minimum of 3% annually, or maintain at 5% or less as measured by entries in the District Support Application System.

G1.B1 Teachers not familiar with effective classroom management strategies.

G1.B1.S1 Train teachers in Kagan Cooperative Learning

PD Opportunity 1

Kagan Cooperative Training

Facilitator

Christi Brown

Participants

All Teaching staff were required for the training

Schedule

On 8/1/2016

G2. The students of J. Colin English Elementary will demonstrate learning in ELA, math, and science.

G2.B1 Not all instructional staff are using STAR Reading and STAR Math to its potential

G2.B1.S1 The STAR Champions will roll out the initial training for the use of the standards from the Instructional Planning Reports during PLCs.

PD Opportunity 1

Teachers will use STAR, Instructional Planning Reports to guide instruction utilizing standards

Facilitator

Mark Macchia & Elaine Guerin

Participants

All core subject area teachers

Schedule

Every 3 Weeks, from 8/10/2016 to 5/26/2017

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	Kagan Cooperative Training	\$0.00
2	G1.B1.S2.A1	PBIS Quarterly Celebrations	\$0.00
3	G2.B1.S1.A1	Teachers will use STAR, Instructional Planning Reports to guide instruction utilizing standards	\$0.00
4	G2.B4.S1.A1	The leadership team will outline the professional development opportunities to be provided during the 2016-2017 school year.	\$0.00
Total:			\$0.00