

Rayma C. Page Elementary School



2016-17 Schoolwide Improvement Plan

Rayma C. Page Elementary School

17000 S TAMIAMI TRL, Ft Myers, FL 33908

<http://rcp.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-6	No	68%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	48%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	A	A*	A	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 Rayma C. Page 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 Rayma C. Page Elementary is to achieve excellence through setting high expectations and building a positive, safe environment that meets the needs of all learners.

b. Provide the school's vision statement.

Excellence for All...Whatever It Takes!

2. School Environment

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

Rayma C. Page is a PBS school which emphasizes creating positive learning environments for teachers and students. We also have a mentoring program for students who require additional support. Classrooms participate in team building activities in order to establish positive relationships between students. Teachers also implement a bucket filling program where students are provided with examples of how filling ones bucket leads to positive outcomes. Classroom teachers actively recognize 'bucket fillers' and explicitly address the positive impact of deeds and tasks that students perform for each other. Students are actively engage in Kagan Team Building activities throughout the school year. Each grade level will attend a series of assemblies throughout the school year which will focus on Core Essential values.

We invite and encourage families to attend school events such as Kindergarten Orientation, Open House, Quarter One Parent Conferences, PTO meetings, Fall Festival, Thanksgiving lunch, Field Days, Winter and Spring concerts, assessment Information presentations, SAC, Spring Carnival, and Parent-Teacher conferences. We provide Spanish translations at most informational meetings and events.

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

As a Positive Behavior Support (PBS) school, Rayma C. Page acknowledges and supports positive behavior with all students. We have received the Gold Award for the 2015-16 school year. The PBS program is an integral part of all student communication in all areas of the school. We offer a before and after-school program. Students are monitored and provided activities and homework time. Staff members greet students as they leave the buses and enter the school and classrooms. Students are escorted and monitored during lunch, specials and recess. While at recess, teachers have first aid kits and radios for safety. In the dining room, seating charts are included at all tables. Classrooms and outdoor play locations are inspected monthly by our building supervisor to ensure equipment and area safety. Teachers report any safety concerns in their classroom to administration. Administration reviews all procedures and emergency drills. Fire drills are conducted monthly. The school also practices tornado drills, lock down drills, bomb drills, and bus evacuation drills.

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.

The school expectation is the SWIM rules which is an acronym for Show respect, Welcome diversity, Improve daily and Make responsible choices. Each teacher has these expectations posted, as well as their own classroom expectations, inside their classroom. We are a model PBS school with high expectations of behavior for all students. The students are invited to attend quarterly PBS celebrations for meeting the requirements of completing 85% of their homework and receiving no referrals within the school. Students are given dolphin dollars for displaying positive behavior which can be traded in for special classroom coupons or tangible items on our Marina Cart. The school participates in a specific referral process which includes minor and major referrals; after a student receives three minor referrals for the same offense within a 30 day period, it equates to a major referral and administrative intervention. Major incidents that occur may surpass the minor referral. Students can also receive a personal best referral for displaying positive behavior and the opportunity to be considered to attend the monthly Principal Party. Teachers are trained on the PBS system and expectations during preschool week and students are informed of the expectations during PBS assemblies in the beginning of the year.

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.

MTSS behavior plans provide interventions and social-emotional support for our students. The following interventions may be a part of a PBIP but they are also used outside of the MTSS process.

Our school counselor holds "Lunch Bunch" with 4th and 5th grade students in order to foster positive relationships. She also provides counseling in one-on-one and group settings. Our school counselor teaches guidance classes in the classroom using the Second Step curriculum.

We implement the Behavior Education Program which provides mentors for some of our students that need additional behavioral support. Students check-in and check-out in the morning and afternoon with their mentors. This is an opportunity for the students to review daily goals and have conversations with their mentors and earn incentives for meeting their daily point goal. Students who require additional support and have the ability to self evaluate their daily behavior, use Life Rules which enables them to take personal responsibility for their behavior.

We also have sensory rooms that are available to all students to deescalate behavior and alleviate anxiety.

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.

Teachers monitor absences and contact parents if there is a concern. After five absences including tardies, an absence letter is sent to parents. After each daily absence, a message is sent through ParentLink, informing parents of a child's absence. If the absences continue, teachers notify administration and our school's social worker. Students receive recognition for perfect attendance and excellent attendance at the awards ceremonies.

We provide counseling groups, one-on-one counseling, social group support, and mentors for students who have been suspended multiple times. For students with disabilities, a behavior specialist and a behavior technician are available to support students' behavior needs.

Teachers and the leadership team analyze state, summative and formative data, retention and curriculum assessment data to progress monitor and provide interventions throughout the school

year. The MTSS team and classroom teachers provide interventions, collect progress monitoring data and analyzes the data to make instructional decisions throughout the process.

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	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	

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

Students who have been identified through the early warning system are provided intervention through a daily schedule of DIVE which provides differentiated instruction to meet the needs of individual students. Parent conferences are scheduled to address the impact of warning indicators on student achievement.

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?

No

1. PIP Link

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

2. Description

At our school, classroom teachers use student planners and Friday folders to communicate with parents on a daily and weekly basis. Parent-Teacher Conferences are held periodically to discuss student needs. Teachers also send home student data folders for parents to track academic progress. Our school welcomes parents to many events throughout the year, such as Open House, Kindergarten Orientation, PTO meetings, Fall Festival, Thanksgiving luncheon, Assessment Awareness presentations, School Advisory Council meetings, the Spring Carnival, and winter and spring concerts. Students also participate in after school clubs and competitions, such as STEM challenges and Math competitions. In the 2015-2016 school year, we had over 4,000 volunteer hours. These hours were accumulated by 75 to 100 parent volunteers. Parents also have access to

ParentLink and FOCUS which enables them to view student grades in real time. ParentLink is also utilized to communicate important school information through text, phone and/or email.

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.

The school conducts frequent SAC meetings to inform the public community, families, and staff of recent activities, changes, and upcoming events taking place within the school. At the conclusion of each meeting, an open forum takes place to address any questions or concerns of participating SAC or non-SAC members. There are also two representatives on the SAC council that attend monthly DAC meetings where they are informed of ongoing questions/concerns taking place in the district. The representatives bring this information back to SAC to share with our community.

The school has many business partners who support student achievement through the donation of coupons, volunteer hours, donation of books, and recognition of students making academic growth.

We have a partnership with Summit Church of Ft. Myers and Delta Airlines which both donate backpacks at the beginning of the school year. Delta specifically donated backpacks to third grade.

Our school has a very active PTO committee which help to hold and fund school wide events, fundraisers, and advertising for local businesses through the yearbook and the Spring Carnival. Many members of the PTO volunteer during the school day. Our PTO is also very active outside of the school with assisting teachers with materials and projects by taking materials home, preparing them, and bringing them back to the school. PTO also funds extra curricular activities such as recognition parties, field trips, and guest performers. They also provide funding for classroom supplies which are not budgeted through school budgets.

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
Sheckler, Valerie	Principal
Welborn, Kelly	Instructional Coach
Foy, Dennette	Instructional Coach
Tambrino, Mark	Instructional Technology
Griffith, Susan	Teacher, ESE
Straka, Robert	Teacher, K-12
Brittany, Fox	Teacher, K-12
James, Latoria	Teacher, K-12
Lewis, Kelsey	Teacher, K-12
Scott, Erin	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.

Administration: Valerie Sheckler

- * Achieves results on the school's goals and demonstrates that student learning is the top priority through leadership actions that build and support a learning organization focused on student success.
- * Enables faculty and staff to work as a system focused on student learning and engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.
- * Maintains a school climate that supports student engagement in learning and generates high expectations for learning growth by all students.
- * Works collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments.
- * Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, Florida Administrative Code through a common language of instruction.
- * Engages in data analysis for instructional planning and improvement and communicates the relationship among academic standards, effective instruction, and student performance.
- * Implements the District's adopted curricula and State's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school and ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.
- * Recruits, retains, and develops an effective and diverse faculty and staff.
- * Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the School Improvement Plan.
- * Evaluates, monitors and provides timely feedback to faculty on the effectiveness of instruction.
- * Employs a faculty with the instructional proficiencies needed for the school population served and identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology.
- * Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction, provides resources and time, and engages faculty in effective individual and collaborative professional learning throughout the school year.
- * Structures and monitors a school learning environment that improves learning for a diverse student population and maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy.
- * Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning.
- * Promotes school and classroom practices that validate and value similarities and differences among students and provides recurring monitoring and feedback on the quality of the learning environment.
- * Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being.
- * Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.
- * Employs and monitors a decision-making process that is based on vision, mission and improvement priorities using facts and data and gives priority attention to decisions that impact the quality of student learning and teacher proficiency.
- * Uses critical thinking and problem solving techniques to define problems, identify solutions and evaluate decisions for effectiveness, equity, intended and actual outcomes.
- * Empowers others and distributes leadership, when appropriate.
- * Uses effective technology integration to enhance decision making and efficiency throughout the school.
- * Actively cultivates, supports, and develops other leaders within the organization, provides evidence of delegation and trust in subordinate leaders, and plans for succession management in key

positions.

- * Promotes teacher-leadership functions focused on instructional proficiency and student learning.
- * Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.
- * Manages the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.
- * Organizes time, tasks and projects effectively with clear objectives and coherent plans and establishes appropriate deadlines.
- * Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development and demonstrates fiscal responsibility to maximize the impact of fiscal resources on instructional priorities.
- * Practices two-way communication and uses appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community.
- * Actively listens to and learns from student, staff, parents, and community stakeholders and recognizes individuals for effective performance.
- * Communicates student expectations and performance information to students, parents, and community.
- * Maintains high visibility at school and in the community, regularly engages stakeholders in the work of the school, and communicates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversation about important school issues.
- * Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.
- * Demonstrates personal and professional behaviors consistent with quality practices in education and as a community leader.
- * Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C.
- * Demonstrates resiliency by staying focused on the school vision and reacting constructively to barriers that include disagreement and dissent with leadership.
- * Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community.
- * Engages in professional learning that improves professional practice in alignment with the needs of the school system.
- * Demonstrates willingness to accept responsibility for actions and utilizes constructive criticism for professional growth.
- * Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.
- * Implements regulations as they pertain to the assigned school.

Curriculum/Resource Specialists: Kelly Welborn and Dennette Foy

- * Attend district reading and math meetings and share the information with the grade level teams
- * Schedule district curriculum PD's
- * Attend Quality Training/Choosing Excellence
- * Provide Professional Development and support to staff in Choosing Excellence.
- * Liaison for classroom teachers and district ELA and math leaders
- * Provide support for classroom teachers related to curriculum-adopted resources
- * Ensure teachers have curriculum materials
- * Provide support for our ESOL population through parent-teacher meetings and instructional resources
- * Facilitate MTSS meetings
- * Attend PLC meetings
- * Provide training in district and state assessments
- * Ensure students receive testing accommodations according to 504 plans and IEPs

Speech-Language Pathologist: Kathy Schell

- *Administers in-depth diagnostic evaluations for disorders of language, articulation, voice and fluency and provides reports
- *Schedules meetings and contacts parents, teachers and administrators for the purpose of eligibility staffing, Individual Educational Plan meetings and conferences
- *Participates in eligibility and placement committee staffing meetings
- *Develops individual educational plans for students on caseload and revises plan annually
- *Provides speech-language therapy for eligible students as prescribed by individual educational plan
- *Collaborates with classroom teachers
- *Develops therapy schedule that provides optimum conditions for instruction based on individual student needs
- *Develops daily lesson plans
- *Keeps attendance log and therapy progress notes
- *Provides quarterly reports and annual progress reports for each student on caseload
- *Reports compliance data and scheduling information to data processor
- *Conducts reevaluations as required
- *Provides consultation services and support for classroom teachers
- *Maintains accurate and complete reports as required by District, State and Federal regulations
- *Develops and implements communication boards and augmentative communication systems, programs voice output devices and provides training in use
- *Provides support for reading initiatives
- *Attends in-service training for maintenance and development of skills
- *Conducts in-depth hearing screenings, reports results and makes appropriate referrals further follow-up and intervention
- *Conducts speech-language and hearing screenings for students experiencing academic and behavioral problems
- *Participates in MTSS meetings; participates in development of pre-referral classroom interventions.

Classroom Teachers: Robert Straka, Brittany Fox, Latoria James, Kelsey Lewis, Erin Scott, and Susan Griffith

- *Plans individually and cooperatively a program of study that meets the individual needs, interests, diverse backgrounds and abilities of students
- *Assists in establishing department or grade level curriculum objectives and the development of the comprehensive plan for the implementation and evaluation of the objectives
- *Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students
- *Guides the learning process toward the achievement of curriculum goals and, in harmony with the goals, establishes clear objectives for all lessons, units, projects and the like to communicate these objectives to students
- *Employs instructional methods and materials that are most appropriate for meeting stated objectives
- *Assesses the accomplishments of students on a daily basis and provides progress report as required
- *Diagnoses the learning strengths and weaknesses of students on a daily basis, seeking the assistance of district specialists as deemed appropriate
- *Counsels with colleagues, students and/or parents on a daily basis
- *Assists the administration in implementing all policies and/or rules governing student life and conduct and, for the classroom, develops reasonable rules of classroom behavior and procedures and maintains order in the classroom in a fair and just manner
- *Plans and supervises purposeful assignments for support personnel and school volunteers to work cooperatively with grade level chairs, evaluates their effectiveness

- *Uses appropriate technology in teaching and the learning process
- *Maintains accurate, complete and correct records and reports as required by law, district policy and administrative regulation
- *Provides for personal professional growth through an ongoing program of reading, workshops, seminars, conferences and/or advanced course work at institutions of higher learning
- *Attends staff meetings and serves on staff committees as deemed necessary
- *Establishes and maintains cooperative relations with others
- *Adheres to the Code of Ethics of the Education Profession in Florida and meets all school and district policy requirements
- *Supports school improvement initiatives by active participation in school activities, services and programs
- *Recognizes overt indicators of student distress or abuse and takes appropriate action based on school procedures and law
- *Establish appropriate testing environment and test security
- *Attend MTSS Team meetings to collaborate on and monitor students who are struggling
- *Implement and deliver interventions and provide enrichment for all students with fidelity

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.

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 Salis Care 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
Dereck Curzon	Parent
Latoria James	Teacher
Jamie Arango	Education Support Employee
Shanai Hill	Parent
Richard Tanner	Business/Community
Valerie Sheckler	Principal
Kathryn Good	Teacher
Carla Tambrino	Parent
Jinerva Roman	Education Support Employee
Janet Coss	Business/Community
Jaclyn Mendes	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 evaluation is brought before the committee and reviewed within the first two months of the new school year. During the presentation, clarifications are made if there are questions from the committee.

b. Development of this school improvement plan

The School Improvement Plan is written by the Leadership Team. There is a question and answer period during the SAC meeting to discuss the plan. The plan is brought before the committee for approval.

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

The committee votes on expenditures of School Improvement funds as they occur during the school year.

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

Teachers will work together in Professional Learning Communities (PLCs) to complete Curriculum Planning, analyze data and share research-based instructional strategies. Substitutes and materials are requested to allow for the above activities to take place. Provide assistance to classroom teachers for substitute Helper Teachers.

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
Foy, Dennette	Teacher, K-12
Welborn, Kelly	Instructional Coach
Fantasia, Jacki	Teacher, K-12
Schell, Kathy	Teacher, K-12
Scott, Erin	Teacher, K-12
Smith, Jennifer	Teacher, K-12
Frangello, Lauren	Teacher, K-12
Lubin, Katiana	Teacher, K-12
James, Latoria	Teacher, K-12
Mazzotta, Vanessa	Teacher, K-12

b. Duties

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

During 2016-2017 school year the LLT will ensure that the following initiatives are supported and implemented:

Florida State Standards
Professional Learning Communities
DIVE Time (Daily Intervention and Enrichment Block for Reading)
Differentiated Instruction
Sharing information from the district literacy meetings with all professional staff
Thinking Maps
Choosing Excellence
Kagan
Whole Brain Teaching
Accelerated Reading
Teach Like a Champion techniques
PBS
TIDE/Gifted Enrichment with Inclusion
Really Great Reading program

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.

Grade level PLCs meet weekly to discuss student data and create intervention and enrichment groups
Communication between classroom teachers and ESE resource and MTSS resource teachers
DIVE intervention and enrichment is provided daily
Grade level planning days are given to teachers at least once each year
Math rotation days to provide added practice and review
Writing rotation days provide added practice and review
Professional recognition is given by administration to staff
Common lesson plans are created by grade level teams
Common planning time is provided to all grade levels

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

APPLES Program - Teacher Mentoring Program for new teachers and provide induction to the culture of Rayma C. Page Elementary.

*Weekly meetings with teachers targeting classroom procedures, management, instructional strategies and overall support

*Partnering new teachers or teachers with less than 2 years experience with veteran staff

School-wide

*Ensuring that all teachers meet requirements and are a match to the school culture

*Providing administrative and instructional support through professional development and feedback

*Weekly Grade Level PLC to plan curriculum mapping and instruction

*Use of Rayma C. Page website to highlight school resources

*Encouraging peer observation and peer coaching opportunities

*Weekly Professional Development Trainings related to High Yield Instructional Strategies, the Florida State Standards, curriculum needs and technology

*Collaborative Grade Level Lesson Planning

*Assigning leadership roles and responsibilities to effective or highly effective teachers

*Attend recruiting activities

*Professional coaching

*Collaborative leadership

- *Encourage participation in the curriculum and staff development courses
- *Support the district career ladder

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

The Assistant Principal will meet three times monthly with all APPLES teachers to review Kagan/student engagement, Danielson's Professional Practices and Teach Like A Champion teaching strategies. We will discuss and preview upcoming requirements such as interim reports, report cards, parent conferences, cumulative records, MTSS process, technology resources, and any other school items that may need to be addressed. Question and answer forum is encouraged at every meeting.

Using the Truenorthlogic program, mentors and peers will submit monthly meeting minutes and document APPLES requirements to ensure completion of required tasks.

The mentor and mentee will meet weekly in a professional learning community to discuss evidence based strategies, to review academic plans, to plan instructional pacing, and to analyze data. The pairs will also discuss student progress and analyze student work.

The Assistant Principal will meet quarterly with Mentor and Mentee to review best practices and provide support.

The rationale for pairing is based on grade level, new teacher needs, and mentor teacher expertise.

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.

Core instructional programs and materials at Rayma C. Page adhere to Florida State Standards by following the district's academic plan and guidelines. We are currently designing instruction using the Understanding by Backward Design. All core resources are purchased through the District's Curriculum Department. When materials are requested, the requests flow through our Curriculum Specialist and then through administration to ensure that all materials address the standards in the Florida State Standards. Additional school-based funds are used to purchase supplemental materials of instruction after being reviewed by administration.

b. Instructional Strategies

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

All teachers will participate in ongoing Professional Development in Differentiated Instruction. Each student will complete a survey on Multiple Intelligences in order to identify areas of strength and areas of need for each child. The results of the survey will be used to plan effective differentiated lessons to meet the individual needs of students. Our PLCs meet weekly to analyze data and reflect on the results of assessments to make instructional decisions that are based on individual student needs. Students are grouped according to need, reassessed, and then regrouped in accordance with current needs. Students not requiring intervention are grouped into enrichment groups.

Teachers will continue to participate in professional development using Carol Ann Tomlinson's, "The Differentiated Classroom". Each month, staff will receive training based on formative and summative assessment, reading strategies, and science resources. Professional development will be differentiated to meet the needs of individual teachers.

We have a Tier III Intervention Team that monitors and provides interventions for our students participating in the MTSS process. These teachers collaborate with classroom teachers to meet the demands of each child's individual plan to help increase the pace of student learning.

Every teacher uses small group teaching and the Gradual Release Model to differentiate instruction based on readiness levels and learning styles.

In cooperation with classroom teachers, ESE resource teachers work to meet the needs of each child's IEP.

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: 10,000

Students with disabilities have an opportunity to participate in Extended School Year (ESY). This summer program extends their learning time to help minimize the effects of summer learning regression.

Strategy Rationale

This is used to support our students who need the extra time to close the learning gap between themselves and their general education peers.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Griffith, Susan, susanggr@leeschools.net

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

This strategy is offered to ESE students who have an IEP that supports the strategy. The effectiveness of this strategy is measured through the percentage of learning goals met on each child's IEP.

Strategy: After School Program

Minutes added to school year: 2,160

Enrichment in core curriculum (math, science, ELA), arts, and physical activity

Strategy Rationale

Students who are engaged in extra-curricular activities have increased opportunities to expand their background knowledge and gain problem-solving skills.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Sheckler, Valerie, valeriees@leeschools.net

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

FSA data will be reviewed to determine if participation in after-school enrichment activities increases student achievement.

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.

Preschool parents and children are invited to an Kindergarten Orientation each spring. We provide a school tour and present a brief overview of the Kindergarten curriculum through presentation and question and answer period.

Students are screened in the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Packets are then created for students who demonstrate deficits in targeted skills and are encouraged to practice over summer.

Kindergarten Sight Words are also provided to all parents of incoming kindergarten students. The Kindergarten screening data is 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.

We support fifth grade students visiting middle schools during their Open House events. Reminders are sent home to parents with directions to register for their school of choice. Feeder middle schools are invited to present special programs to our fifth grade students in order to showcase individual school offerings.

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.** Rayma C. Page will use results of assessments to improve individual student performance and also to improve the instructional program.
- G2.** Rayma C. Page stakeholders will provide a safe environment that meets the needs of all learners,

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. Rayma C. Page will use results of assessments to improve individual student performance and also to improve the instructional program. 1a

G082954

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	68.0
FSA Mathematics Achievement	76.0
FCAT 2.0 Science Proficiency	72.0
ELA/Reading Lowest 25% Gains	58.0
Math Lowest 25% Gains	62.0
ELA/Reading Gains	66.0
Math Gains	70.0

Targeted Barriers to Achieving the Goal 3

- Design and accessibility to valid and reliable summative assessments to monitor student achievement.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Personnel
- Support Personnel
- Online assessment tools
- Materials
- Volunteers

Plan to Monitor Progress Toward G1. 8

Standards-based reports produced through progress monitoring tool (Performance Matters).

Person Responsible

Valerie Sheckler


Schedule

Quarterly, from 10/28/2016 to 5/26/2017

Evidence of Completion

Scheduled quarterly data chats on master calendar. Analyzing and reviewing quarterly data reports.

G2. Rayma C. Page stakeholders will provide a safe environment that meets the needs of all learners, 1a

 G082955

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	

Targeted Barriers to Achieving the Goal 3

- The need to develop a culture of mutual accountability and collegial recognition of all stakeholders.

Resources Available to Help Reduce or Eliminate the Barriers 2

- PBS Team, Bucket Fillers, Core Essentials, Summit Church, Bamboozles, Chick-fil-a, Grand Master Noah Guack, Korean Govt., Delta Airlines, Foundation for Lee County Schools,

Plan to Monitor Progress Toward G2. 8

The PBS team will meet to create and review the results of the bi-annual stakeholder satisfaction surveys.

Person Responsible

Christine Morgan

Schedule

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

Evidence of Completion

Mid-year and end of year data will be gathered, evaluated, and shared with staff.

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. Rayma C. Page will use results of assessments to improve individual student performance and also to improve the instructional program. **1**

 G082954

G1.B1 Design and accessibility to valid and reliable summative assessments to monitor student achievement. **2**

 B219927

G1.B1.S1 Provide assessment PD to teachers in order to design valid and reliable assessments. **4**

 S232194

Strategy Rationale

District policy has broadened teacher assessment options.

Action Step 1 **5**

Create and implement professional development for the creation of valid and reliable standards-based summative assessments.

Person Responsible

Kelly Welborn

Schedule

Quarterly, from 10/19/2016 to 5/26/2017

Evidence of Completion

Creation of standards-based summative assessments to be used to track standards of individual students.

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

Grade levels will submit quarterly standards-based summative assessments for review by leadership team.

Person Responsible

Kelly Welborn

Schedule

Quarterly, from 10/28/2016 to 5/26/2017

Evidence of Completion

Leadership team will keep a checklist of grade levels submitting at least two standards-based summative assessments per quarter.

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

Standards-based data from the testing of students using the grade-level created standards-based summative assessments will be analyzed and monitored to determine positive student growth and achievement.

Person Responsible

Valerie Sheckler


Schedule

Quarterly, from 10/28/2016 to 5/26/2017

Evidence of Completion

Quarterly data chats will be held with each grade level team to analyze student growth. Data reports will be created for each standards-based summative assessment given to students. Projected growth of individual students will be monitored to determine the effectiveness of the standards-based summative assessments.

G2. Rayma C. Page stakeholders will provide a safe environment that meets the needs of all learners, **1**


 G082955

G2.B1 The need to develop a culture of mutual accountability and collegial recognition of all stake holders.

2

 B219930

G2.B1.S1 Open lines of communication between all stakeholders will help to develop and improve the current recognition programs for and between all stakeholders. A goal for all is a to have a better understanding about being recognized within the last seven days for doing good work. Praise should come from a variety of stakeholders including but not limited to administration, instructional support, leadership team, mentors, team leaders, and others. **4**

 S232195

Strategy Rationale

By maintaining open lines of communication between all stakeholders, a positive recognition program can be continuously improved upon. All stakeholders will feel appreciated, be recognized, and give recognition to others.

Action Step 1 **5**

Drops in the bucket, CASTLE, and Star achievement awards will be utilized for all stakeholders to ensure that everyone has the ability and opportunity to receive and provide daily recognition.

Person Responsible

Christine Morgan

Schedule

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

Evidence of Completion

Internal surveys will be developed to provide an opportunity to gather feedback.

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

CASTLE kudos

- Birthday cards will be given to staff to celebrate
- Regular draws for drops
- Positive notes for each teacher at the start of year
- Weekly submission of Star achievement awards
- Maintain authentic praise
- Encourage others to deliver authentic praise
- Mid-year survey
- End of year survey

Person Responsible

Christine Morgan

Schedule

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

Evidence of Completion

-Staff Notes -Drops in Buckets -Gift Card signatures -Survey results

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

PBS team will review results of satisfaction surveys provided to stakeholders at midyear and end of year.

Person Responsible

Christine Morgan

Schedule

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

Evidence of Completion

Bi-annual 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.MA1 M300673	Standards-based reports produced through progress monitoring tool (Performance Matters).	Sheckler, Valerie	10/28/2016	Scheduled quarterly data chats on master calendar. Analyzing and reviewing quarterly data reports.	5/26/2017 quarterly
G2.MA1 M300678	The PBS team will meet to create and review the results of the bi-annual stakeholder satisfaction...	Morgan, Christine	8/10/2016	Mid-year and end of year data will be gathered, evaluated, and shared with staff.	5/26/2017 semiannually
G1.B1.S1.MA1 M300671	Standards-based data from the testing of students using the grade-level created standards-based...	Sheckler, Valerie	10/28/2016	Quarterly data chats will be held with each grade level team to analyze student growth. Data reports will be created for each standards-based summative assessment given to students. Projected growth of individual students will be monitored to determine the effectiveness of the standards-based summative assessments.	5/26/2017 quarterly
G1.B1.S1.MA1 M300672	Grade levels will submit quarterly standards-based summative assessments for review by leadership...	Welborn, Kelly	10/28/2016	Leadership team will keep a checklist of grade levels submitting at least two standards-based summative assessments per quarter.	5/26/2017 quarterly
G1.B1.S1.A1 A297055	Create and implement professional development for the creation of valid and reliable...	Welborn, Kelly	10/19/2016	Creation of standards-based summative assessments to be used to track standards of individual students.	5/26/2017 quarterly
G2.B1.S1.MA1 M300674	PBS team will review results of satisfaction surveys provided to stakeholders at midyear and end of...	Morgan, Christine	8/10/2016	Bi-annual survey results	5/26/2017 semiannually
G2.B1.S1.MA1 M300675	CASTLE kudos -Birthday cards will be given to staff to celebrate -Regular draws for drops...	Morgan, Christine	8/10/2016	-Staff Notes -Drops in Buckets -Gift Card signatures -Survey results	5/26/2017 daily
G2.B1.S1.A1 A297056	Drops in the bucket, CASTLE, and Star achievement awards will be utilized for all stakeholders to...	Morgan, Christine	8/10/2016	Internal surveys will be developed to provide an opportunity to gather feedback.	5/26/2017 daily

V. Professional Development Opportunities

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

G1. Rayma C. Page will use results of assessments to improve individual student performance and also to improve the instructional program.

G1.B1 Design and accessibility to valid and reliable summative assessments to monitor student achievement.

G1.B1.S1 Provide assessment PD to teachers in order to design valid and reliable assessments.

PD Opportunity 1

Create and implement professional development for the creation of valid and reliable standards-based summative assessments.

Facilitator

Kelly Welborn, Kelsey Lewis, Dennette Foy

Participants

all instructional personnel

Schedule

Quarterly, from 10/19/2016 to 5/26/2017

G2. Rayma C. Page stakeholders will provide a safe environment that meets the needs of all learners,

G2.B1 The need to develop a culture of mutual accountability and collegial recognition of all stake holders.

G2.B1.S1 Open lines of communication between all stakeholders will help to develop and improve the current recognition programs for and between all stakeholders. A goal for all is a to have a better understanding about being recognized within the last seven days for doing good work. Praise should come from a variety of stakeholders including but not limited to administration, instructional support, leadership team, mentors, team leaders, and others.

PD Opportunity 1

Drops in the bucket, CASTLE, and Star achievement awards will be utilized for all stakeholders to ensure that everyone has the ability and opportunity to receive and provide daily recognition.

Facilitator

PBS Committee & Leadership Team

Participants

All stakeholders

Schedule

Daily, 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.