

The Sanibel School



2016-17 Schoolwide Improvement Plan

The Sanibel School

3840 SANIBEL CAPTIVA RD, Sanibel, FL 33957

<http://sbl.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)
Combination School PK-8	No	23%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	14%

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 The Sanibel 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.

To create a warm, nurturing and intimate learning community in which our children's self-esteem can flourish as they become knowledgeable, creative individuals who strive to reach their full potential.

b. Provide the school's vision statement.

Unite.Inspire.Empower

2. School Environment

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

The teachers have students fill out surveys at the beginning of the year to learn about each student's cultural background. Teachers use this information to develop a rapport with each student and his or her family.

The school counselor hosts meetings twice a year with our ELL families to build relationships between the school and home.

The school's PTA hosts a welcome breakfast on the first day of the school year to welcome new families to the school and to encourage them to get involved with the school and the community.

An Open House is held at the beginning of the year so parents and teachers have the opportunity to meet.

Parents are invited to attend our SAC meetings throughout the year.

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

Lessons on topics from the monthly character education words are presented by the school counselor and the school resource officer in an effort to develop an environment where students feel safe and respected by their peers and the school staff. Weekly lessons are presented in grades K-5, and monthly lessons are presented in grades 6-8.

Middle school students meet with administration and the School Resource Officer at the beginning of the school year to review school safety rules and expectations for students. Topics such as: bullying, peer conflict, grades, and behavior are reviewed. Additionally, every child in grades 6 - 8 is given a TIP card with directions on how to anonymously report a concern about something happening at the school or in the community.

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.

We have a positive behavior plan for every grade level in the school.

At the elementary level teachers use a classroom DoJo program to reinforce positive behavior daily.

Kagan strategies are incorporated daily to increase student engagement and team building. On

Fridays classes are treated to a "Something Special Time" the activity during this time varies by grade

level. All students participate.

K and 1 classrooms have a citizen of the week program. Citizens are recognized in the electronic school newsletter.

Each teacher in grades K-8 has developed a positive reward system for their classroom.

Every student in grades K-8 is expected to follow the the established school rules. If the rules are not followed there is a hierarchy of consequences that are in place to ensure clear and consistent behavioral expectations.

The middle school recognizes students each month who emulate characteristics of positive behavior and their pictures are displayed with a brief biography on a hallway bulletin board and this information is also shared on the school news station as well as our electronic school newsletter.

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.

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

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

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

This year during our middle school Dragon Time, a time when students work on needed academic skills, we have incorporated 4 days a month of mentoring and team building. The purpose of this is so that every 6-8 student has a champion to guide their emotional and academic growth. Additionally, when a new student enrolls in grades 6-8, they are assigned a peer mentor to help them navigate at their new school.

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.

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

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

Castle tracks attendance, discipline, grades, standards mastery, parent contacts by teachers and administrators. Castle data can be pulled up to include MTSS data, and all other early warning signs listed above during MTSS meetings.

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	3	2	1	4	0	1	3	3	0	0	0	0	17
One or more suspensions	0	0	0	0	0	0	5	2	3	0	0	0	0	10
Course failure in ELA or Math	0	1	0	0	0	1	0	1	0	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	1	4	2	1	2	0	0	0	0	0	10

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.

Interventions strategies employed by the school to improve academic performance are listed below. The interventions are based on course failure, and low scores on summative, and district progress monitoring tests for the 2015-2016 as well as FSA data.

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

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

The Sanibel School believes in the importance of communication with parents. Teachers use newsletters and classroom websites to inform and build strong relationships with families.

The Sanibel School sends home a weekly newsletter through Parent Link, which communicates academic and social activities occurring at the school. Additionally, a monthly photo newsletter called The Sanibel Spirit is sent home electronically to share visual highlights of school activities.

Teachers and administrators work closely with parent committees, such as the PTA and SAC to inform its members of new guidelines and educational reforms as they are implemented at the school, and routinely ask for feedback from these groups.

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 works closely with business and community partners who provide support to the school and to enhance student achievement. Business partners are actively recruited annually by a parent and school leaders. Their contributions to the school are recognized through the school and local newspapers and on the school TV. They are recognized as Blue Ribbon Partners of the School at an annual recognition program. The principal regularly speaks at community functions such as Rotary, Kiwanis, Big Arts, Ding Darling, etc.

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
Vilardi, Charles	Principal
Reid, Jamie	Assistant Principal
Yates, Pamela	Instructional Coach
Reynolds, Linda	School Counselor
	Teacher, ESE

b. Duties

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

The school leadership team consists of the PLC chairs for each of the schools six professional learning communities within the school, and the school's administrators. The leadership team meets monthly to review PLC progress towards set goals, and to discuss and review continued progress monitoring of data.

Each PLC Chairperson is an instructional leader in the school. The leaders meet with their PLC team to review data, interventions, successes, and failures. Each PLC chairperson then records the data on the school's SharePoint Site and reports back to the Leadership Team.

The Leadership Team records the information on the school website under Leadership Meetings.

The Leadership team supports each PLC by reviewing weekly agendas, discussing progress towards goals, and giving suggestions to achieve set goals.

Each PLC Chairperson is responsible to report back to the Leadership Team. Each member of the

leadership team reviews school-wide systems in place, and where applicable suggests services or programs to improve student outcomes.

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 Leadership Team meets monthly.

The Leadership Team looks at PLC data to determine needs, and coordinates professional development within the school to meet the needs of teachers.

The school leadership team looks at data from each PLC team and identifies resources to meet the needs of all students. Resources available at The Sanibel School are listed below.

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

Federal, state and local funds are used to improve student progress at The Sanibel School. Funds will be used to purchase dictionaries and foreign library books and computer software for our ESOL students. The dictionaries will be used by ESOL students to increase their understanding of vocabulary in all subject areas.

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

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

Title II funds

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Jennifer McSorley	Business/Community
Jen Hall	Teacher
Libby Payne	Education Support Employee
Tajh Corricelli	Parent
Pamela Yates	Education Support Employee
Robbie Roepstorff	Business/Community
Tiani Livermon	Teacher
Melissa Congress	Parent
Alicia Base	Teacher
Linda Reynolds	Parent
Allison Dry	Business/Community
Ellen Sloan	Business/Community
Jodi Willis	Parent
Christian Fautz	Business/Community
Kate Sergeant	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

The School Advisory Council reviewed the school's goals for the school year 2015-2016. All goals were met. Goal 1: The 2016 Third grade Math FSA relative position will increase from the 2nd quartile (15% to 75%) to the 1st quartile (top 76% to 100%) as measured by the Mean T-score which shows a current ranking of 20 out of 62 elementary schools.

Goal 2: Teacher engagement will increase from an average of 3.52 to an average of 3.72 in the Q12 area of "I have a Best Friend at Work" as measured by the FY16 Gallup Teacher Engagement.

Goal 3: 100% of core subject teachers will track standards and progress monitor through the CASTLE Standards Tracker during the FY16 as documented by professional learning communities.

b. Development of this school improvement plan

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

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

Members of the School Advisory Council, meet to review and approve The Sanibel School's goals for the 2016-2017 school year.

The goals are presented to SAC with the rationale and data that informed the selection of school goals. The barriers and resources are presented to SAC.

After a review of the 2016-2017 goals the SAC plans on how to support each goal throughout the school year. The goals and data are revisited regularly during monthly SAC meetings.

Changes to resources are updated during SAC meetings as needed.

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

Goal 2: All teachers will review Florida's content standards in reading non-fiction for their grade level and select needed non-fiction titles at appropriate Lexile levels for their standards was supported by SAC throughout the school year. School improvement funds in the amount of \$2,719.44 were used to buy books for our school library.

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
Vilardi, Charles	Principal
Base, Alicia	Teacher, K-12
Payne, Libby	Instructional Media
Sanders, Laurie	Teacher, K-12
Wappes, Julie	Teacher, K-12
Yates, Pamela	Teacher, ESE
Reynolds, Linda	School Counselor
Franke, Ann	Teacher, K-12
Reid, Jamie	Assistant Principal

b. Duties

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

The Literacy Leadership Team meets monthly to review the progress and student performance of our new School Improvement Goals and to monitor our School Priorities for the 2016-2017 school year.

Goal 1: The Sanibel School will use results of assessments to improve individual student performance.

During the school year 2016-2017 teachers are required to continuously monitor and set student goals in both reading and math using STAR data. The Reading Coach meets with teachers whose students are not making progress towards the goals and shares best practices to support student learning. In addition, AR progress is shared and monitored with individual teachers, and in monthly Literacy Leadership Meetings. The team reviews student progress monthly, discussing progress and working to alleviate barriers.

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.

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

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

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

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

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

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

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

The administrators work with new teachers regularly to make their transition as smooth as possible. New teachers attend an in-service provided the day before school begins. Throughout the school year, new teacher meetings are held bi monthly. These meetings afford new teachers opportunity to explore various programs used in the District as well as provides a venue for discussion of operations and procedures. A New Teacher Handbook is given to all new teachers and explains policy/procedures in detail. In addition, all of the school policies and procedures are posted on the school's SharePoint site for easy access. Each new teacher is assigned a mentor teacher regardless of their years of experience. Generally, they are paired up with their grade level and/or subject area colleague. The mentor teacher assists the new teacher with lesson plan development as well as class room management strategies, and takes the time to offer general support as needed. When a new teacher serves as the only teacher for a particular subject area, that teacher is given time to visit and observe at another school in the district and work with a highly effective veteran teacher teaching the same curriculum.

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.

All teachers at The Sanibel School attended preschool training at the school level on changes to content standard district plans. The training supported teachers in using the Florida Standards in

reading and math to increase student learning and knowledge of the state standards.

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

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

Every teacher's daily learning objectives for each subject must be posted in the classroom every day in student friendly terms. Administrators ensure that teachers are teaching the standards using materials aligned to the Florida standards by regularly checking teacher lesson plans, and completing classroom walk-throughs.

b. Instructional Strategies

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

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

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

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

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

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

An hour long After School Program is provided at the school for all students in grades K-5 four days a week. All students have the opportunity to attend in an effort to improve their skills in reading and/or math. Attending the after school program is recommended as a strategy by the teacher when a child is struggling academically.

Customized Computer Based Programs available during the After School Program are as follows:

Compass Learning

Accelerated Reader

Individual tutoring is also provided as needed.

Strategy Rationale

Elementary students who need extra Instruction in core academic subjects, may need extra time. The After School Program is held 4 days a week for an hour. Teachers fill out prescriptions for the week after analyzing a student's progress reading, writing or math. The data is shared with the classroom teacher, and in PLC's.

No child is turned away from the After School Program. Scholarships are available. At the middle school level, students have the opportunity for additional support both before school 5 days a week and after school 3 days a week.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Yates, Pamela, pamelasy@leeschools.net

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

Compass, STAR 360, classwork and AR are all continually monitored by the classroom teacher. The teacher analyzes a student's progress weekly, and uses the data to write a prescription for the following week for each student who is attending the after school program.

Strategy: Extended School Day

Minutes added to school year: 2,040

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

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

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

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.

The Sanibel Kindergarten teachers conduct an orientation for incoming kindergarten students and their parents each spring, encompassing many of the activities that will be on-going throughout the next year. The goal is to create an easy transition from preschool to elementary school. The Sanibel School kindergarten teachers and principal also meet with parents of incoming kindergarten students to make them aware of the kindergarten curriculum expectations and to help the children and their parents make a smooth transition from preschool to kindergarten.

The FLKRS test is administered to all kindergarten students at the beginning of the school year. The kindergarten teachers regularly communicate with all of their students' parents during the first quarter to discuss the child's progress to date and develop both school and home strategies to improve their child's academic performance.

Each morning during the literacy instructional time, middle school students are assigned to work individually with students needing extra support.

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

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.

During the Career Exploration class each student is required to complete a high school plan, outlining the high school courses he/she should take in order to fulfill the requirements necessary to qualify for post secondary training, be it college or technical career training. In addition, the school counselor

interviews every eighth grade student to discuss their plans and goals for the future and offers strategies for how to achieve their goals.

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

The middle school teachers strive to include career relevance in their curriculum whenever possible. Guest speakers are regularly scheduled to speak to the students about careers, and have included local entrepreneurs, bankers, authors, artists, musicians, wild life refuge staff, environmentalist, and government officials. In addition, field trips are scheduled to promote the connection between course work and real life experiential use of the information they have studied. Every middle school student is also enrolled in a yearlong Career Exploration class, focused on providing the students with information about careers relevant to their course work.

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

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

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 Sanibel School will use results of assessments to improve individual student learning gains and also to improve the instructional programs.
- G2.** The Sanibel School will have a 100% complete SREF evaluation by the second evaluation.

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 Sanibel School will use results of assessments to improve individual student learning gains and also to improve the instructional programs. 1a

G086469

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	78.0
FSA Mathematics Achievement	89.0
Science Achievement District Assessment	85.0

Targeted Barriers to Achieving the Goal 3

- Teachers lack training in how to interpret information provided by programs such as STAR and Compass.
- Lack of additional time needed to work with students who lack standards mastery.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional development opportunities will be provided for staff.
- After School Program
- Math Tutor
- Really Great Reading Phonics Curriculum

Plan to Monitor Progress Toward G1. 8

We will know the teachers are regularly using data from STAR and Compass to deliver their instruction.

Person Responsible

Pamela Yates

Schedule

Monthly, from 8/22/2016 to 6/12/2017

Evidence of Completion

Data from the STAR and Compass reports are being routinely discussed in PLC meetings and student data chats. Evidence will also be indicated in PLC team meeting notes.

Plan to Monitor Progress Toward G1. 8

STAR data will be reviewed to determine if gains are being made.

Person Responsible

Charles Vilardi

Schedule

Quarterly, from 8/15/2016 to 6/12/2017

Evidence of Completion

Benchmark assessment data indicate student growth.

G2. The Sanibel School will have a 100% complete SREF evaluation by the second evaluation. 1a

 G086470

Targets Supported 1b

Indicator	Annual Target
	100.0

Targeted Barriers to Achieving the Goal 3

- As a result of the campus buildings being older, additional maintenance is required.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Campus and District maintenance support

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 Sanibel School will use results of assessments to improve individual student learning gains and also to improve the instructional programs. **1**

 G086469

G1.B1 Teachers lack training in how to interpret information provided by programs such as STAR and Compass. **2**

 B229770

G1.B1.S1 Learning opportunities will be provided both individually and in small group to assist teachers in interpreting information provided by STAR and Compass **4**

 S242415

Strategy Rationale

Staff need direction in analyzing and responding to the results of assessments. In providing such training, teachers will then have the knowledge needed to differentiate and meet students specific areas of need as well as support those students who need additional challenge.

Action Step 1 **5**

Provide professional development in analyzing STAR and Compass data.

Person Responsible

Pamela Yates

Schedule

Monthly, from 8/22/2016 to 6/5/2017

Evidence of Completion

Professional development activity log.

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

Follow up surveys including end of year surveys ascertain the effectiveness of the training following the professional development.

Person Responsible

Jamie Reid

Schedule

On 6/5/2017

Evidence of Completion

Effectiveness of the training will be demonstrated through teacher lesson plans and teacher walk-throughs.

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

We will know we have provided the necessary training when the information generated from STAR and Compass reports is being used to differentiate and drive instruction in the classroom.

Person Responsible

Pamela Yates

Schedule

Monthly, from 8/22/2016 to 6/12/2017

Evidence of Completion

Teachers will show evidence of this through their PLC meeting notes as well as FSA scores demonstrating learning gains.

G1.B2 Lack of additional time needed to work with students who lack standards mastery. 2

B229771

G1.B2.S1 Students who lack prerequisite skills will be given the opportunity to attend The After School Program. 4

S242416

Strategy Rationale

Students not making adequate growth are given an opportunity to attend The After School Program 4 days a week. Time is spent working with a tutor and in Compass. Students who cannot afford to attend, but need the extra practice may apply for scholarship.

Action Step 1 5

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

Person Responsible

Jamie Reid

Schedule

Daily, from 8/22/2016 to 6/12/2017

Evidence of Completion

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

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

Specific prescriptions will be maintained for all students attending the After School Program.

Person Responsible

Jamie Reid

Schedule

Monthly, from 8/15/2016 to 6/12/2017

Evidence of Completion

Prescription cards will be reviewed for each student indicating specific prescriptions were followed.

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

STAR and Compass data will be monitored by classroom teachers weekly, and by administration quarterly

Person Responsible

Charles Vilardi


Schedule

Monthly, from 8/22/2016 to 6/12/2017

Evidence of Completion

Data will be kept for each student by each classroom teacher (buckets). The information will be reviewed on a regular basis.

G1.B2.S2 A math tutor will work with students for 20 minutes or more weekly. 4

 S242417

Strategy Rationale

Students need to be taught prerequisite skills in order to understand and meet grade level expectations. The math tutor will work with students to increase understanding of new concepts and to learn math skills that were not mastered during regular instruction.

Action Step 1 5

Identified students will receive math help 20 minutes or more each week.

Person Responsible

Jamie Reid

Schedule

Weekly, from 9/19/2016 to 6/12/2017

Evidence of Completion

Identified students will increase their scores based on STAR benchmark assessments.

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Student progress will be monitored through math assessments.

Person Responsible

Jamie Reid

Schedule

Monthly, from 9/19/2016 to 6/12/2017

Evidence of Completion

Student scores on math standards will be monitored and reviewed through the review of STAR math data. Teachers will review data monthly during PLC meetings.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

We will know we have provided effective intervention when identified students demonstrate learning gains in STAR

Person Responsible

Charles Vilardi

Schedule

Quarterly, from 9/19/2016 to 6/12/2017

Evidence of Completion

The learning gains on the FSA math assessment will increase from 86% to 89%.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.MA1 M324050	Follow up surveys including end of year surveys ascertain the effectiveness of the training...	Reid, Jamie	8/22/2016	Effectiveness of the training will be demonstrated through teacher lesson plans and teacher walk-throughs.	6/5/2017 one-time
G1.B1.S1.A1 A313752	Provide professional development in analyzing STAR and Compass data.	Yates, Pamela	8/22/2016	Professional development activity log.	6/5/2017 monthly
G1.MA1 M324055	We will know the teachers are regularly using data from STAR and Compass to deliver their...	Yates, Pamela	8/22/2016	Data from the STAR and Compass reports are being routinely discussed in PLC meetings and student data chats. Evidence will also be indicated in PLC team meeting notes.	6/12/2017 monthly
G1.MA2 M324056	STAR data will be reviewed to determine if gains are being made.	Vilardi, Charles	8/15/2016	Benchmark assessment data indicate student growth.	6/12/2017 quarterly
G1.B1.S1.MA1 M324049	We will know we have provided the necessary training when the information generated from STAR and...	Yates, Pamela	8/22/2016	Teachers will show evidence of this through their PLC meeting notes as well as FSA scores demonstrating learning gains.	6/12/2017 monthly
G1.B2.S1.MA1 M324051	STAR and Compass data will be monitored by classroom teachers weekly, and by administration...	Vilardi, Charles	8/22/2016	Data will be kept for each student by each classroom teacher (buckets). The information will be reviewed on a regular basis.	6/12/2017 monthly
G1.B2.S1.MA1 M324052	Specific prescriptions will be maintained for all students attending the After School Program.	Reid, Jamie	8/15/2016	Prescription cards will be reviewed for each student indicating specific prescriptions were followed.	6/12/2017 monthly
G1.B2.S1.A1 A313753	The After School Program will be available for students who need extra support in reading or math.	Reid, Jamie	8/22/2016	The After School Program, ASP, student prescriptions will be kept on the school SharePoint site for review monthly.	6/12/2017 daily
G1.B2.S2.MA1 M324053	We will know we have provided effective intervention when identified students demonstrate learning...	Vilardi, Charles	9/19/2016	The learning gains on the FSA math assessment will increase from 86% to 89%.	6/12/2017 quarterly
G1.B2.S2.MA1 M324054	Student progress will be monitored through math assessments.	Reid, Jamie	9/19/2016	Student scores on math standards will be monitored and reviewed through the review of STAR math data. Teachers will review data monthly during PLC meetings.	6/12/2017 monthly
G1.B2.S2.A1 A313754	Identified students will receive math help 20 minutes or more each week.	Reid, Jamie	9/19/2016	Identified students will increase their scores based on STAR benchmark assessments.	6/12/2017 weekly

V. Professional Development Opportunities

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

G1. The Sanibel School will use results of assessments to improve individual student learning gains and also to improve the instructional programs.

G1.B1 Teachers lack training in how to interpret information provided by programs such as STAR and Compass.

G1.B1.S1 Learning opportunities will be provided both individually and in small group to assist teachers in interpreting information provided by STAR and Compass

PD Opportunity 1

Provide professional development in analyzing STAR and Compass data.

Facilitator

Barbara Moreland

Participants

Teaching staff

Schedule

Monthly, from 8/22/2016 to 6/5/2017

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	Provide professional development in analyzing STAR and Compass data.				\$0.00
2	G1.B2.S1.A1	The After School Program will be available for students who need extra support in reading or math.				\$8,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0361 - The Sanibel School	Other		\$8,000.00
			Notes: A local organization F.I.S.H supports our after-school tutoring program for students who can not afford the rate of \$5.00 a day.			
3	G1.B2.S2.A1	Identified students will receive math help 20 minutes or more each week.				\$13,024.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	100-Salaries	0361 - The Sanibel School	General Fund		\$13,024.00
Total:						\$21,024.00