

The School District of Lee County

San Carlos Park Elementary School



2017-18 Schoolwide Improvement Plan

San Carlos Park Elementary School

17282 LEE RD, Fort Myers, FL 33967

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	62%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	C	B*	B

**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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for San Carlos Park Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

San Carlos Park Elementary's School Mission Statement is: "Our mission is to ensure excellence in a safe, creative, and nurturing environment. Through the "7 Habits" of The Leader in Me, we are cultivating a solid foundation of 21st Century skills and knowledge, inspiring all students to discover their talents and strengths."

b. Provide the school's vision statement.

San Carlos Park Elementary's School Vision Statement is: "Actively engage students as lifelong learners and 21st Century world-class leaders."

2. School Environment

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

Teachers use the first two weeks of school to complete team building and "getting to know you" activities. They use Kagan Strategies and Steven Covey's Seven Habits to help build classroom community. Parents are invited to the school for monthly arts performances and for Leader in Me events. Students create an autobiography for their Leadership Binders and share with the class. The Parent Involvement Specialist provides support to the parents and helps them to build a relationship with the school. In addition, parent education classes are offered throughout the year. San Carlos Park hosts academic family nights and Fall Festivals each year. Newsletters are sent home monthly and translation is available to parents.

Our schoolwide plan, consists of a walk-to-read program for additional support. Teaching students to read requires a school level system. The needs of students vary greatly in the best of circumstance, but many schools such as San Carlos Park Elementary face extraordinary challenges. In order to meet the needs of our school a system needs to be created where rigor remains intact and students are taught on-grade level as well as provided interventions to help them become proficient readers. With the help of research conducted by the Florida Center for Reading Research (FCRR) on practices being used by schools experiencing greater than average success providing interventions to struggling readers the following system was designed.

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

The teachers and staff of San Carlos Park Elementary School have behavioral expectations that are explicitly taught and modeled daily and throughout the school. As a Leader in Me school, an established environment of leadership, communication, respect and time-management among students lays the foundation for their 21st Century Skills. Students practice safety drills throughout the school year.

Classroom mission statements are created by all students and agreed upon by all students.

Classroom and school expectations are reviewed and practiced throughout the school year.

San Carlos Park Elementary has taken numerous measures to ensure the safety of our students and staff. Parents must present identification when picking up students early from school or visiting campus. Safety Patrols and staff members are found throughout the school. In addition, we have male volunteers that make up our Watch DOGS program (Dads of Great Students). San Carlos Park also has fourteen security cameras and one point of entry to the school campus during school hours.

A Lightning Dismissal procedure is in place to ensure the safety of our students during inclement weather. All staff members are required to complete the Safe School Trainings. Before and after school programs are available for students on a daily basis. Routine safety drills such as fire, tornado, bomb, and lock-down are performed during the year. All classroom doors are to remain locked during the day. The Student Supervision Protocol is in place to assign specific roles to ensure safety and security throughout the building.

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.

Students are taught and practice behavior expectations through "The Leader in Me", and its mission to empower students to become leaders, and in turn, make good choices, plan, get along with others and use their strengths and talents to solve problems. Teachers are trained and provided resources to ensure these expectations are followed throughout the day. Teachers were given school expectations during preschool week. Administrators and counselors use Castle to track interactions with students and communication with parents.

In addition, San Carlos Park has a full-time Behavioral Specialist to work with small groups to model and practice appropriate behavioral expectations. The Behavior Specialist also works closely with teachers to brainstorm ideas to best assist with behavior interventions.

Finally, the school devised a Vision and Mission statement that are posted in each classroom and referred to as a reminder to work together in all instances.

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.

Two School Counselors are available to students on a daily basis addressing concerns that may affect student learning, thinking, and life. They may be found daily circulating with students at lunch and breakfast, providing age-specific lessons, and providing individual counseling. Student-peer, community, and parent volunteers also provide needs-based mentoring on a daily basis. Currently, each student is assigned to a homeroom teacher that extends the line of support to each student and each student's family. The school has started using the Second Step program that has been adopted by the District, in order to meet the social and emotional needs of the student body. Additional trainings were provided to teachers during preschool week to support our school initiative to be a trauma sensitive school; Day 1 Trauma Informed Care AM/PM; Day 2 Trauma Informed Care AM/PM. Lastly a book study was implemented as well,

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

The school uses Performance Matters, STAR Reading/Math, STAR Early Literacy, Castle, FOCUS and District Support Applications as early warning systems to identify at-risk students. The reports utilized are the Student Detail Report, Student Item Analysis, Student Growth, Absence, and Suspension Reports. These reports encompass indicators such as the current courses that the student is enrolled in, subject area grades, attendance history, discipline history, and state, district, and school assessment results. This information is available to administration and teachers to collaboratively determine which supports and interventions are appropriate to aide these students.

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	32	20	22	23	15	16	0	0	0	0	0	0	0	128
One or more suspensions	1	6	6	2	0	4	0	0	0	0	0	0	0	19
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.

There are several interventions that the school has in place to improve the academic performance of students who have been identified through the early warning system as being at-risk. These at-risk students are

provided with learning strategies and remediation of state standards to improve their academic performance.

Teachers, reading coaches, math coaches, resource teachers, teacher leaders, and administration closely monitor student data and meet regularly to discuss the progress of our at-risk students and provide strategies and support to improve student academic growth. The school has daily intervention groups called Walk-to-Read to constantly progress monitor student needs and aggressively intervene and reteach as needed. The program is fluid and always changing based on what students need to be successful. The Walk-to-Read Rationale student groups are standards based.

Teaching students to read requires a school level system. The needs of students vary greatly in the best of circumstance, but many schools such as San Carlos Park Elementary face extraordinary challenges. In order to meet the needs of our school a system needs to be created where rigor remains intact and students are taught on-grade level as well as provided interventions to help them become proficient readers. With the help of research conducted by the Florida Center for Reading Research (FCRR) on practices being used by schools experiencing greater than average success providing interventions to struggling readers the following system was designed.

Students will be assigned heterogeneously to their homeroom class. This allows the student to be taught the core on-grade level English Language Arts standards by their homeroom teacher. It also complies with class size mandates of the state of Florida. All students will have access to the appropriate grade level standards and curriculum, during the 90 minute block. Teachers may provide scaffolded lessons, but the depth of knowledge and rigor remains appropriate for the grade.

During the 45 minute intervention period students will "Walk to Read" (WTR) FCRR has found that successful schools had a clear understanding that interventions for struggling readers required more time and smaller instructional group size. WTR is a process of grouping students for invention time by their skill level as measured by the STAR or FSA. The students may walk to another teacher or just to the back of their classroom. It allows for more targeted, more efficient, more streamlined planning, instruction on critical skills and knowledge the students are lacking.

Students will be grouped using FSA and STAR scores for WTR. Additional personnel will be added to the grade level and larger groups of proficient students will be created. This allows for lower student

teacher ratios at tested grades, and most importantly a ten to one ratio for struggling readers at grade three. Students will remain with their WTR group during the intervention period until the quarter 1 assessment results. After careful analysis of the progress monitoring data a student may move up or down a group. The assigned teachers will be responsible for creating and implementing the appropriate lessons for the students assigned to their WTR group and posting them in OnCourse. Teachers will be assisted and encourage to monitor student progress at a minimum of weekly using formative assessments. PLC's will host a monthly data chat with their assigned administrator to monitor student progress. WTR provides the already proficient student the opportunity to extend their learning especially in the areas of research and writing. Teachers working with these groups will be expected to ensure that students continue to move to or maintain a level 5.

The additional 25 minutes added to the day from 2:05-2:35pm will be a "2nd Dose of Guided Reading." The homeroom teacher will plan for and provide an additional guided reading block each day. In grades 3-5 a second adult will be assigned to each classroom. Students will not move locations the additional personnel will "push-in." This will minimize wasted time and confusion. The classroom teacher is responsible for handing the extra adult a grab and go lesson that even a principal could pull off. The homeroom is heterogeneously assigned so careful consideration of how this time is used must be taken into account, struggling readers should not be put into a group for self-teaching.

Different than what has been done in previous years, WTR is 45 minutes in length and with a greater accountability for the students assigned to teachers. Teachers are strongly encouraged to use My Sidewalks, Guided Reading, SRA, Read Well and Compass to meet the needs of the individual learners in their WTR group.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/432226>.

2. Description

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

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

San Carlos Park has a full-time Parent Involvement Specialist and who works to create and sustain partnerships within the community and through businesses. Through these partnerships we are able to provide students with materials and activities to assist with student achievement. Furthermore, a strong relationship with the higher education institutions provide interns and volunteers to San Carlos Park Elementary. A very active PTO ensures that our community and local businesses have a significant role in our daily operations. We welcome local churches which provide many volunteers and men to participate in Watch DOGS (Dads of Great Students) to be role models for our students. The local Fire

Department also comes to our school to provide safety training to our primary students and showcases their equipment.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Wagoner, Brandi	Other
Kutz, Christy	Principal
Baker, Abby	Instructional Coach
Russo, Brittney	Instructional Coach
Parker, Jack	Other
Williams, Teresa	Other
Robinson, Michele	Assistant Principal
Bell, Ashley	School Counselor
Clark, Elyse	Instructional Coach
Hacker, Brianna	Instructional Coach
Lugo, Kiana	School Counselor
McFerin, Allison	Instructional Coach
Lorenzini, Tracy	Instructional Coach
Seluk, Jennifer	Assistant Principal

b. Duties

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

- Principal: Christy Kutz
- X Allocate Resources/Funds
- X Curriculum
- X Faculty
- X Focus
- X Interns
- X Leave Requests
- X Parents
- X Parentlink
- X Permission to Leave Campus
- X PTO
- X SAC
- X SIP/DA
- X Safety
- X Staff Evaluations
- X Supplements
- X Office Operations

Assistant Principal: Michele Robinson/Jennifer Seluk

- X Interns
- X AM/ PM Buses
- X APPLES Teachers
- X Cafeteria
- X Car Line
- X Cumulative Folders
- X Custodians
- X Committees
- X Discipline
- X District Accreditation
- X Maintenance of Building
- X MTSS
- X Para Schedules
- X Focus
- X Report Cards
- X Safety Drills/ Committee
- X Schedules
- X Student Discipline
- X Support Staff
- X Staff Evaluations
- X Textbooks
- X Title 1

Teacher Leader: Teresa Williams

- X Data Collection/Support
- X ELA/ Math Support
- X Professional Development
- X Model Lessons
- X Data Analysis
- X Coach
- X Meetings
- X Lesson Planning
- X Proctor
- X Standards Alignment
- X 5th Grade PLC Leader

Teacher Leader: Elyse Clark

- X ELA/ Math Support
- X Data Collection/Support
- X Literacy Support
- X Professional Development
- X Model Lessons
- X Data Analysis
- X Coach
- X Meetings
- X Lesson Planning
- X Proctor
- X 4th Grade PLC Leader
- X SIP/SAC

X Standards Alignment

Teacher Leader: Tracy Lorenzini / Brittany Russo

- X ELA/ Math Support
- X Data Collection/Support
- X Literacy Support
- X Professional Development
- X Model Lessons
- X Data Analysis
- X Coach
- X Meetings
- X Lesson Planning
- X Proctor
- X 3rd Grade PLC Leader
- X SIP/SAC
- X Standards Alignment

Intervention Specialist: Brandi Wagoner

- X 504 Referrals
- X Data Collection/Support
- X Equity Contact
- X Instructional Technology
- X MTSS Referrals
- X SIR/Professional Development
- X Specials/ ESE PLC Leader
- X Safety Supervisor

School Counselor: Kiana Lugo / Ashley Bell

- X Community Services
- X Gifted Chair (Kiana)
- X ESOL Contact (Ashley)
- X Student Supplies
- X Student Support Groups
- X Second Step
- X Testing Coordinator
- X K/1 PLC Leader
- X Test Coordinator (Kiana)
- X Rosetta Stone Software (Ashley)

Reading Coach: Alison McFerin / Briana Hacker

- X Coaching K-5th Teachers
- X Compass Learning Software
- X Fair Testing
- X Literacy District Contact
- X Social Studies District Contact
- X National Elementary Honor Society
- X Parent Education/Training
- X Professional Development
- X Reading Street
- X Saxon Phonics Fidelity
- X PLC Support

Teacher Leader/Math Coach: Abby Baker
X Coaching Teachers 3-5
X Fast Math Software
X Go Math
X Renaissance Math
X Math District Contact
X Parent/Education Training
X Professional Development
X 5th Grade PLC Leader

Technology: Jack Parker
X Oncourse
X Parentlink
X Performance Matters
X Focus
X Safari Montage
X School Website
X Sharepoint
X Technology Support/Help Tickets
X Web Applications

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

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

Title I, Part A

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

Title I, Part C- Migrant

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

Title I, Part D

The facilities and schools coordinate with health services (mental and physical) and other social services to meet the needs of students returning to their assigned educational facility. The district Health Services, Student Services, Title I, Title III and ESE departments are all a part of the

collaborative effort. For example: social workers from student services has the process and procedures in place to assist students and their families with social services for food stamps and other health services; the ESE Department has established a memorandum of understanding for assistance with housing and counseling services through Ruth Cooper and the Lutheran Service; vocational instructors establish partnership with businesses so students will have an opportunity to continue to develop their vocational skill.

Title II, Part A

Title I coordinates with other programs funded under NCLB through the SIP (School Improvement Plan) process. Within this plan, schools complete a Professional Development Plan in collaboration with Title II. The PDP is concentrated in reading, math, science and writing to meet the needs of the targeted subgroups not making annual AMO targets. The PDP includes teachers, paraprofessionals, and administrators. As part of the School Advisory Council, parents are included in this planning process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. This collaboration ensures that all programs funded under NCLB use funds to support schools, not supplant district obligations. All school improvement plans are reviewed at the district level for appropriate use of funds and effectiveness. This district level review prevents duplication of services and facilitates coordination between agencies. Each school's SIP is reviewed by all stakeholders and submitted to the Board for approval. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title III

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

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

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

programs.

Violence Prevention Programs

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

Nutrition Programs

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

Housing Programs

Head Start

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

Adult Education

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

Career and Technical Education

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

Job Training

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

Other

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Lindsay Brown	Parent
Bobbi Leighton	Parent
Christy Kutz	Principal
Lindsay Brown	Parent
Sam Reynolds	Business/Community
Melissa Youngblood	Parent
Donna Pavese	Teacher
Sarah Ayala	Parent
Julianna Griffin	Parent
Brandi Wagoner	Education Support Employee
Jonathan Terry	Parent
Nicholas Leighton	Student
Tera Martinez	Parent
Jennifer Schauch	Business/Community
Janet Cross	Business/Community
Chris Mueller	Parent
Trent Brown	Parent
Tess Brennan	Student

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

San Carlos Park Elementary understands the importance of parent involvement. The School Advisory Committee is composed of parents, teachers, administrators, and members of the community that meet to discuss the development and implementation of all Title I programs, including the School Involvement Plan, Parent Involvement Plan, as well as how Title I funds will be spent for the upcoming school year. The SAC will have the opportunity to review and approve the SIP at the September meeting for the 2016-2017 school year. Documentation for all parent meetings will include: flyers, agendas, handouts, minutes, sign-in sheets, and parent meeting surveys that will be maintained in the Title I Toolkit.

b. Development of this school improvement plan

The School Advisory Council (SAC) will be given a presentation on the School Improvement Plan (SIP) and will have the ability to recommend additions, deletions or changes, then vote on acceptance of the SIP during the SAC meeting in September 2016.

*The SAC Chair or Designee will participate in the writing of the School Improvement Plan and report

back to the School Advisory Council for input regarding the School Improvement Plan, modifications to the School Improvement Plan, and final approval of the School Improvement Plan.

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

*The School budget is proposed at the SAC meeting in which expected allocated funds are announced. Each department and it's predicted budget amount is stated and geared towards finding ways to utilize the money that will benefit student learning. Possible position losses, gains, and shifts in staff are addressed. Changes in budget from previous years are stated including Gov't for Project Units, IDEA, SAI funds, ESOL, Furniture and Equipment, and Title I funds. An opportunity for the SAC committee to approve the budget is then provided.

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

*School improvement funds will be utilized for professional development, extended learning opportunities, and materials or supplies to support the vision and mission of the school.

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
Baker, Abby	Instructional Coach
Russo, Brittney	Instructional Coach
Williams, Teresa	Other
McFerin, Allison	Instructional Coach
Hacker, Brianna	Instructional Coach
Clark, Elyse	Instructional Coach
Lorenzini, Tracy	Instructional Coach
Parker, Jack	Instructional Technology
Wagoner, Brandi	

b. Duties

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

The LLT provides support for teachers for implementation of the District Academic Plans and the District Adopted reading series, Really Great Reading (Phonics), Read 180 and Ready Gen. The LLT works with teachers to meet the needs of students in teaching curriculum standards. Coaches work with teachers to model and coach best teaching practices and analyzing data.

We also implemented a 2nd dose of Guided Reading that is organized and structured based on student achievement levels and incorporated into the schedule each day for 25 minutes at the end of the day.

The LLT provides support for Resource, Intensive Academics and Autism teachers using the intervention piece of the reading series, My Sidewalks. Two additional resource teachers are on staff to work with the lowest 33% of students in grades K-5. Reading challenges are created to encourage a love of reading for pleasure for all students.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Every grade level will participate in a Professional Learning Community (PLC) to work collaboratively to achieve a common goal of increasing student achievement by focusing on teaching and learning.

Professional Learning Communities:

- Works collaboratively to ensure high levels of learning for all students focusing on results
- Do not work in isolation, but as a whole
- Review student data to decide what needs to be taught
- Develop a pyramid of interventions for students who do not acquire grade level skills
- Develop and evaluate effective lessons
- Monitor student data for mastery, and implement aggressive intervention and support as needed; reteach; assess
- Plan Walk-to-Read Intervention groups and 2nd dose of Guided Reading Intervention groups.

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

1. All applicants are screened through the use of PeopleSoft Recruitment.
2. Once screened, candidates who are highly qualified, and meet the position requirements are identified.
3. Applicants are screened through the use of a rubric, reference checks and resume review.
4. Interviews are then scheduled.
5. The Interviewer or Interview team uses quality, consistent questions during the interview process to determine if an applicant meets the job criteria.
6. Once the candidate is identified and hired, they are placed in an area they will be successful.
7. Administration conducts monthly meetings with new teachers (APPLES)
8. New teachers are partnered with experienced teachers for peer/mentoring opportunities.
9. Principal and Leadership Team: Attend job fair in May to recruit new teachers;
10. Provide professional development aligned with school and district goals, Implement Professional Learning Communities.
11. Frequent Walk-Throughs are provided followed by quality feedback.
12. Coaching and modeling of effective teaching practices are provided to all teachers, based on teacher request, or administrative initiative.
13. Provide an open, friendly, and trusting work environment.

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

1. Mentors meet with beginning/existing teachers to set up goals and objectives for the year.
2. The mentor is provided with formal and informal support in the form of feedback, advice, guidance, and emotional support.
3. Mentor sets up regular classroom observations and will discuss outcomes with the new or existing

teacher.

4. Documentation of the APPLES program is completed on True North Logic
5. Professional development is offered to new or seasoned teacher in areas of need.
6. New or existing teachers are provided the opportunity to observe model classrooms, then given collaborative debriefing time afterwards.
7. Principal/Assistant Principal schedules time to provide the new or existing teacher feedback and advice.
8. PLC's provide opportunities for collaboration

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 core instructional programs used have been adopted by the School District of Lee County and have been approved by the Florida Department of Education. Administration ensures the use of these programs through lesson plans, observations, and walk-throughs. In addition, instructional staff are provided with professional development opportunities which specifically address the use and implementation of the Florida Standards. Teachers are advised to utilize the district-provided academic plans in conjunction with the academic blueprints to plan for instruction. The academic plans outline possible instructional resources to ensure alignment to the Florida Standards. Additionally, academic instructional coaches and teacher leaders provide support in curriculum implementation and best practices.

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.

Student data towards mastery of Florida standards is collected through both formal and informal assessments by individual teachers and coaches using Performance Matters, Castle, and/or a standardized data tracking form. The data identifies specific students who have mastered a standard or displayed a deficiency within a standard. Plans are developed to meet their identified needs. Students who remain non-proficient in a standard are offered extended learning opportunities. Students are provided with additional instruction on standards they have not mastered and enrichment for standards they have demonstrated mastery. The differentiated instruction is provided through in-class small group instruction, a daily school-wide on grade level guided reading instruction, walk-to-read program, aggressive intervention component during the last 25 minutes of the day called 2nd dose of guided reading, small group with resource teachers and coaches, and whole group instruction through the use of Kagan strategies. During the 25 minute period of guided reading students will "Walk to Read" (WTR) FCRR has found that successful schools had a clear understanding that interventions for struggling readers required more time and smaller instructional group size. WTR is a process of grouping students for invention time by their skill level as measured by the STAR or FSA. The students may walk to another teacher or just to the back of their classroom. It allows for more targeted, more efficient, more streamlined planning, instruction on critical skills and knowledge the students are lacking.

Students will be grouped using FSA and STAR scores for WTR. Additional personnel will be added to the grade level and larger groups of proficient students will be created. This allows for lower student

teacher ratios at tested grades, and most importantly a ten to one ratio for struggling readers at grade three. Students will remain with their WTR group during the intervention period until the quarter 1 assessment results. After careful analysis of the progress monitoring data a student may move up or down a group. The assigned teachers will be responsible for creating and implementing the appropriate lessons for the students assigned to their WTR group and posting them in OnCourse. Teachers will be assisted and encouraged to monitor student progress at a minimum of weekly using formative assessments. PLC's will host a monthly data chat with their assigned administrator to monitor student progress. WTR provides the already proficient student the opportunity to extend their learning especially in the areas of research and writing. Teachers working with these groups will be expected to ensure that students continue to move to or maintain a level 5.

The additional 25 minutes added to the day from 2:05-2:30 pm will be a "2nd Dose of Guided Reading." The homeroom teacher will plan for and provide an additional guided reading block each day. In grades 3-5 a second adult will be assigned to each classroom. Students will not move locations the additional personnel will "push-in." This will minimize wasted time and confusion. The classroom teacher is responsible for handing the extra adult a grab and go lesson that even a principal could pull off. The homeroom is heterogeneously assigned so careful consideration of how this time is used must be taken into account, struggling readers should not be put into a group for self-teaching.

Different than what has been done in previous years, WTR is 45 minutes in length and with a greater accountability for the students assigned to teachers. Teachers are strongly encouraged to use My Sidewalks, Guided Reading, SRA, Read 180, Read Well and Compass to meet the needs of the individual learners in their WTR group.

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: After School Program

Minutes added to school year: 8,925

San Carlos Park Elementary will implement extended learning opportunities in academic areas of Speaking and Listening, Literacy, Physical Education, Music, Health, Dance, and Visual Arts.

These opportunities will include any student that is interested in cooking, reading books for participation in book battle, baking, gardening, chorus, dance, drama, and fitness club. Clubs will start approximately August 10, 2017 and go until May 30, 2018 on Mondays, Tuesdays, Thursdays, and/or Fridays from 2:45 pm-3:30 pm.

Strategy Rationale

Enrichment activities contribute to a well-rounded education that helps students to gain speaking and listening skills and to reach their highest academic potential.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Robinson, Michele, michelero@leeschools.net

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

Attendance records will be kept of those attending to ensure at least 95% participation in enrichment activities.

Data will also be collected from the Fall 2017 Gallup Student Poll Survey for 5th graders. The Gallup Student Poll is a measure of non-cognitive metrics that predicts student success in academic and other youth development settings. Gallup's research has shown that hope, engagement, and well-being are key factors that drive students' grades, achievement scores, retention, and future employment.

Data will also be collected from the Gallup Poll for teachers taken in the Spring of 2018 to measure engagement, hope, and well-being.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Orientation meetings are held in May for incoming kindergarten students and their families to familiarize them with the school and expectations for the coming year. Teachers will fill out articulation cards to help in the proper placement of students for the next year. Teachers, coaches, and administration all take part in the creation of classes and best placements for the children based on their individual needs. Open house is held prior to the start of school to allow new students and students moving to the next grade to meet their teachers.

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.

In order to expose our students to various careers our school counselors are highlighting two careers each week by utilizing a bulletin board in the main hallway, the school website, classroom teachers, and social media accounts.

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

School Improvement Plan:

San Carlos Park Elementary 2017-2018

Math Goals:

During the 2017-2018 school year the 3rd, 4th, and 5th grade students of San Carlos Park Elementary will increase their proficiency from 44% to 54% as measured by the Math FSA.

During the 2017-2018 school year the 3rd, 4th, and 5th grade students of San Carlos Park Elementary will increase their math learning gains from 29% to 49% as measured by the Math FSA.

During the 2017-2018 school year the lowest twenty five percent of 3rd, 4th, and 5th grade students of San Carlos Park Elementary will increase their math learning gains from 23% to 48% as measured by the Math FSA.

ELA Goals:

During the 2017-2018 school year the 3rd, 4th, and 5th grade students of San Carlos Park Elementary will increase their proficiency from 41% to 56% as measured by the ELA FSA.

During the 2017-2018 school year the 3rd, 4th, and 5th grade students of San Carlos Park Elementary will increase their ELA learning gains from 40% to 60% as measured by the ELA FSA.

During the 2017-2018 school year the lowest twenty five percent of 3rd, 4th, and 5th grade students of San Carlos Park Elementary will increase their ELA learning gains from 39% to 54% as measured by the ELA FSA.

Science Goals:

During the 2017-2018 school year the 5th grade students of San Carlos Park Elementary will increase their proficiency from 49% to 59% as measured by the Science FCAT.

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.

Barriers to reaching our goals include:

- Data Tracking
- Discrepancies in student proficiency of computer skills
- Differentiated Instruction
- Understanding the complexity and rigor of the standards
- Teacher attendance

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To create a safe learning environment for students and staff.
- G2.** Increase student achievement school-wide by focusing on teaching and learning as measured by FSA ELA, Math, and Science.

Strategic Goals Detail

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

G1. To create a safe learning environment for students and staff. 1a

G098414

Targets Supported 1b

Indicator	Annual Target
	100.0

Targeted Barriers to Achieving the Goal 3

- Lack of staff understanding
- Management of a large population/ campus

Resources Available to Help Reduce or Eliminate the Barriers 2

- Building Supervisor trained fire inspector
- Safety and security department at the district
- School Safety Committee

Plan to Monitor Progress Toward G1. 8

Monthly safety walk thrus by administration and the building supervisor to ensure a safe environment and decrease deficiencies.

Person Responsible

Jennifer Seluk

Schedule

Monthly, from 8/15/2017 to 8/15/2017

Evidence of Completion

SREF evaluation during the year to monitor deficiencies on September 5, 2017

G2. Increase student achievement school-wide by focusing on teaching and learning as measured by FSA ELA, Math, and Science. 1a

G098415

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	60.0
FCAT 2.0 Science Proficiency	59.0
FSA Mathematics Achievement	54.0
FSA ELA Achievement	56.0
Math Gains	49.0
ELA/Reading Lowest 25% Gains	54.0
Math Lowest 25% Gains	48.0

Targeted Barriers to Achieving the Goal 3

- Data Tracking
- Discrepancy in student proficiency of computer skills
- Differentiated Instruction
- Understanding the complexity and rigor of the standards
- New Reading curriculum
- Teachers being unfamiliar with how to teach reading

Resources Available to Help Reduce or Eliminate the Barriers 2

- District Resources for materials and professional development.
- Continuation of Professional Learning Communities PLCs
- Instructional Coaches in Reading, Math, Science, Data and MTSS.
- Implementation of "The Leader in Me." 7 habits of highly effective student leaders.
- Volunteers.
- Title I school for the 2017 - 2018 School Year.
- Parent Involvement Plan
- Continue Immediate Intensive Instruction during "Walk to Read" based on the students independent level
- Implementation of "The Leader in Me" program school-wide.
- National Geographic Science for grades K-5/P-Sell for grade 5.
- Five TIF Teachers
- Additional ESOL Paraprofessional
- Parent Involvement Paraprofessional
- Media Specialist
- Tier III MTSS Support

- Additional 30 Minutes of paid planning time
- Two School Counselors
- Two Assistant Principals
- Castle and Performance Matters to monitor data
- Leveled Book Room
- Two Instructional Coaches
- Additional 30 minutes to the school day dedicated to a second dose of guided reading
- Scholastic Guided Reading training in May, August, October, and February
- Follow up Scholastic trainer feedback for teachers implementing guided reading
- Marzano conference in June

Plan to Monitor Progress Toward G2. 8

STAR Reading/ Math data will be analyzed by the leadership team to monitor improvement.

Person Responsible

Abby Baker

Schedule

Quarterly, from 8/1/2017 to 5/30/2018

Evidence of Completion

STAR Reading/ Early Lit/ STAR Math. This information will be broken down based on our school goals and discussed during leadership meetings weekly.

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. To create a safe learning environment for students and staff. **1**

 G098414

G1.B2 Lack of staff understanding **2**

 B264768

G1.B2.S1 Monthly Walk thrus **4**

 S280596

Strategy Rationale

If staff know they are non compliant, they will fix the discrepancy.

Action Step 1 **5**

Administrators will walk classrooms monthly with checklist of most common SREF violations

Person Responsible

Jennifer Seluk

Schedule

Monthly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Checklists

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

Discuss safety walk thrus at monthly meeting with building supervisor and at monthly safety committee meetings

Person Responsible

Elyse Clark

Schedule

Monthly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Checklists and meeting minutes

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

Monthly discussions among administrative team to support teacher compliance

Person Responsible

Jennifer Seluk

Schedule

Monthly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Safety classroom monthly checklist and safety meeting minutes

G2. Increase student achievement school-wide by focusing on teaching and learning as measured by FSA ELA, Math, and Science. 1

G098415

G2.B3 Differentiated Instruction 2

B264772

G2.B3.S1 Professional Development: Co-Teaching Inclusion Model, Guided Reading Model 4

S280605

Strategy Rationale

To promote critical thinking and problem solving to meet the needs of all students.

Action Step 1 5

Professional Development on Scholastic Reading-Supplemental Leveled Reading Programs

Person Responsible

Christy Kutz

Schedule

On 8/26/2017

Evidence of Completion

Individual teacher in-service report

Action Step 2 5

Marzano conference

Person Responsible

Michele Robinson

Schedule

On 6/16/2017

Evidence of Completion

Conference sign-in verification. Training support materials

Action Step 3 5

Brain Based Rigor Training by Marzano Research Organization

Person Responsible

Christy Kutz

Schedule

On 2/20/2018

Evidence of Completion

Individual teacher in-service report

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Monitor for fidelity of using effective strategies

Person Responsible

Christy Kutz

Schedule

Weekly, from 8/17/2017 to 5/30/2018

Evidence of Completion

Observation, Lesson Plans, Classroom Walk-throughs, Assessments

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Monitor effectiveness of instructional strategies

Person Responsible

Christy Kutz

Schedule

On 5/30/2018

Evidence of Completion

Observation, Classroom Walk-throughs, Assessments, Teacher Feedback

G2.B3.S3 Support by TIF Teacher Leaders, Instructional Coaches, Resource Teachers, and ESE co-teachers. 4

S280607

Strategy Rationale

Teacher Leaders and coaches can provide instructional support, model best practices, and lesson plans for teachers.

Action Step 1 5

Instructional support staff will be providing interventions and coaching support for our teachers.

Person Responsible

Michele Robinson

Schedule

Daily, from 8/10/2017 to 5/31/2018

Evidence of Completion

Instructional support staff will complete a coaching log daily.

Plan to Monitor Fidelity of Implementation of G2.B3.S3 6

Coaching logs will be reviewed regularly.

Person Responsible

Christy Kutz

Schedule

Daily, from 8/10/2017 to 5/31/2018

Evidence of Completion

During leadership meetings grade level and teacher data will be reviewed. At this time coaching support will be discussed and allocated. Intervention will be provided based on need.

Plan to Monitor Effectiveness of Implementation of G2.B3.S3 7

Data will be monitored for those going through the coaching process.

Person Responsible

Christy Kutz

Schedule

Weekly, from 8/10/2017 to 5/31/2018


Evidence of Completion

Coaching logs will document the intervention in place and how frequent. Specific data will be determined based on the support needed.

G2.B4 Understanding the complexity and rigor of the standards 2

 B264773

G2.B4.S2 Professional Development: Leveled Readers 4

 S280613

Strategy Rationale

Teachers need additional resources at all instructional levels to support differentiated instruction in the classroom.

Action Step 1 5

To provide additional resources, SCPE created a leveled book room to be used by classroom teachers.

Person Responsible

Brittney Russo

Schedule

On 5/13/2017

Evidence of Completion

Book Room

Plan to Monitor Fidelity of Implementation of G2.B4.S2 6

The reading coach will monitor use of the leveled book room resources.

Person Responsible

Brianna Hacker

Schedule

Monthly, from 8/10/2017 to 5/30/2018

Evidence of Completion

Check in/ check out and follow up with teachers using resources.

Plan to Monitor Effectiveness of Implementation of G2.B4.S2 7

Student scores/ achievement will increase on STAR reading assessments.

Person Responsible

Brittney Russo

Schedule

Quarterly, from 8/10/2017 to 5/30/2018

Evidence of Completion

STAR Reports

G2.B5 New Reading curriculum 2

B264774

G2.B5.S1 We have purchased Ready Gen, Read 180, Really Great Reading, Scholastic Leveled readers, and Scholastic teacher resources. 4

S280616

Strategy Rationale

The curriculum we were using did not meet the needs of our students or the rigor of the standards. Our population needed a concrete intervention program, sequential phonics support, and resources that provided higher order questioning to support the level of rigor our standards demand.

Action Step 1 5

We will complete the purchase of these materials (50% provided by district and 50% being ordered by school).

Person Responsible

Michele Robinson

Schedule

On 5/31/2018

Evidence of Completion

Inventory of all material ordered will demonstrate complete sets for each teacher to utilize.

Plan to Monitor Fidelity of Implementation of G2.B5.S1 6

Frequent progress monitoring and observation will ensure that these programs are being utilized with fidelity.

Person Responsible

Christy Kutz

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Administration, coaches, TIF, and district professional development and learning specialists will closely monitor instruction.

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7

STAR quarterly data, District checkpoints, Formative assessments, and Ready Gen assessments will be utilized to track student progress.

Person Responsible

Christy Kutz



















Schedule

Weekly, from 8/10/2017 to 5/31/2018


Evidence of Completion

Data tracking will also be discussed weekly during leadership meetings to ensure that all students are progressing toward standards mastery.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.B4.S2.A1  A378326	To provide additional resources, SCPE created a leveled book room to be used by classroom teachers.	Russo, Brittney	5/13/2017	Book Room	5/13/2017 one-time
G2.B3.S1.A2  A378321	Marzano conference	Robinson, Michele	6/14/2017	Conference sign-in verification. Training support materials	6/16/2017 one-time
G1.MA1  M409850	Monthly safety walk thrus by administration and the building supervisor to ensure a safe...	Seluk, Jennifer	8/15/2017	SREF evaluation during the year to monitor deficiencies on September 5, 2017	8/15/2017 monthly
G2.B3.S1.A1  A378320	Professional Development on Scholastic Reading-Supplemental Leveled Reading Programs	Kutz, Christy	8/26/2017	Individual teacher in-service report	8/26/2017 one-time
G2.B3.S1.A3  A378322	Brain Based Rigor Training by Marzano Research Organization	Kutz, Christy	2/20/2018	Individual teacher in-service report	2/20/2018 one-time
G2.MA1  M409875	STAR Reading/ Math data will be analyzed by the leadership team to monitor improvement.	Baker, Abby	8/1/2017	STAR Reading/ Early Lit/ STAR Math. This information will be broken down based on our school goals and discussed during leadership meetings weekly.	5/30/2018 quarterly
G1.B2.S1.MA1  M409848	Monthly discussions among administrative team to support teacher compliance	Seluk, Jennifer	8/10/2017	Safety classroom monthly checklist and safety meeting minutes	5/30/2018 monthly
G1.B2.S1.MA1  M409849	Discuss safety walk thrus at monthly meeting with building supervisor and at monthly safety...	Clark, Elyse	8/10/2017	Checklists and meeting minutes	5/30/2018 monthly
G1.B2.S1.A1  A378315	Administrators will walk classrooms monthly with checklist of most common SREF violations	Seluk, Jennifer	8/10/2017	Checklists	5/30/2018 monthly
G2.B3.S1.MA1  M409859	Monitor effectiveness of instructional strategies	Kutz, Christy	8/10/2017	Observation, Classroom Walk-throughs, Assessments, Teacher Feedback	5/30/2018 one-time
G2.B3.S1.MA1  M409860	Monitor for fidelity of using effective strategies	Kutz, Christy	8/17/2017	Observation, Lesson Plans, Classroom Walk-throughs, Assessments	5/30/2018 weekly
G2.B4.S2.MA1  M409867	Student scores/ achievement will increase on STAR reading assessments.	Russo, Brittney	8/10/2017	STAR Reports	5/30/2018 quarterly
G2.B4.S2.MA1  M409868	The reading coach will monitor use of the leveled book room resources.	Hacker, Brianna	8/10/2017	Check in/ check out and follow up with teachers using resources.	5/30/2018 monthly
G2.B5.S1.MA1  M409873	STAR quarterly data, District checkpoints, Formative assessments, and Ready Gen assessments will be...	Kutz, Christy	8/10/2017	Data tracking will also be discussed weekly during leadership meetings to ensure that all students are progressing toward standards mastery.	5/31/2018 weekly
G2.B5.S1.MA1  M409874	Frequent progress monitoring and observation will ensure that these programs are being utilized...	Kutz, Christy	8/10/2017	Administration, coaches, TIF, and district professional development and learning specialists will closely monitor instruction.	5/31/2018 weekly
G2.B5.S1.A1  A378329	We will complete the purchase of these materials (50% provided by district and 50% being ordered by...	Robinson, Michele	8/10/2017	Inventory of all material ordered will demonstrate complete sets for each teacher to utilize.	5/31/2018 one-time
G2.B3.S3.MA1  M409863	Data will be monitored for those going through the coaching process.	Kutz, Christy	8/10/2017	Coaching logs will document the intervention in place and how frequent. Specific data will be determined based on the support needed.	5/31/2018 weekly
G2.B3.S3.MA1  M409864	Coaching logs will be reviewed regularly.	Kutz, Christy	8/10/2017	During leadership meetings grade level and teacher data will be reviewed. At this time coaching support will be	5/31/2018 daily

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				discussed and allocated. Intervention will be provided based on need.	
G2.B3.S3.A1  A378324	Instructional support staff will be providing interventions and coaching support for our teachers.	Robinson, Michele	8/10/2017	Instructional support staff will complete a coaching log daily.	5/31/2018 daily

V. Professional Development Opportunities

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

G2. Increase student achievement school-wide by focusing on teaching and learning as measured by FSA ELA, Math, and Science.

G2.B3 Differentiated Instruction

G2.B3.S1 Professional Development: Co-Teaching Inclusion Model, Guided Reading Model

PD Opportunity 1

Professional Development on Scholastic Reading-Supplemental Leveled Reading Programs

Facilitator

Participants

Teachers

Schedule

On 8/26/2017

G2.B4 Understanding the complexity and rigor of the standards

G2.B4.S2 Professional Development: Leveled Readers

PD Opportunity 1

To provide additional resources, SCPE created a leveled book room to be used by classroom teachers.

Facilitator

Reading Coach

Participants

Teachers

Schedule

On 5/13/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B2.S1.A1	Administrators will walk classrooms monthly with checklist of most common SREF violations				\$0.00
2	G2.B3.S1.A1	Professional Development on Scholastic Reading-Supplemental Leveled Reading Programs				\$17,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400		0631 - San Carlos Park Elementary School	UniSIG		\$17,000.00
<i>Notes: Teacher In-service Day</i>						
3	G2.B3.S1.A2	Marzano conference				\$30,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	120-Classroom Teachers	0631 - San Carlos Park Elementary School	UniSIG		\$30,000.00
4	G2.B3.S1.A3	Brain Based Rigor Training by Marzano Research Organization				\$99,140.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	120-Classroom Teachers	0631 - San Carlos Park Elementary School	UniSIG		\$99,140.00
<i>Notes: Brain Based Rigor, 100 copies book study, "The Next Step Forward", 100 copies book study, "The New Art & Science of Teaching", library books, additional training and supplies 49,140</i>						
5	G2.B3.S3.A1	Instructional support staff will be providing interventions and coaching support for our teachers.				\$382,946.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3240	130-Other Certified Instructional Personnel	0631 - San Carlos Park Elementary School	Title, I Part A		\$324,000.00
<i>Notes: 1.0 ESE co-teacher resource for Kinder beyond, 2.0 Reading Coaches beyond allocation to provide coaching and modeling within the classrooms for teachers on planning and strategies which increase rigor= \$130,000 , 0.5 Instructional Coach for informational text and inquiry based learning in the content area of Science \$32,000, 1.0 School Counselor beyond allocation to meet the needs of students and families in crisis</i>						
		130-Other Certified Instructional Personnel	0631 - San Carlos Park Elementary School	UniSIG		\$5,000.00
<i>Notes: Science equipment to support teaching and learning process FSA Science Standards</i>						
	3240	130-Other Certified Instructional Personnel	0631 - San Carlos Park Elementary School	UniSIG		\$53,946.00
<i>Notes: Extended Day Program for Grades K-3</i>						

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6	G2.B4.S2.A1	To provide additional resources, SCPE created a leveled book room to be used by classroom teachers.				\$60,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		120-Classroom Teachers	0631 - San Carlos Park Elementary School	UniSIG		\$60,000.00
			<i>Notes: Instructional Support Teacher for Tier 3 Intervention, Guided Reading books, guided reading assessment kits</i>			
7	G2.B5.S1.A1	We will complete the purchase of these materials (50% provided by district and 50% being ordered by school).				\$170,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0631 - San Carlos Park Elementary School	UniSIG		\$170,000.00
					Total:	\$759,086.00