



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Spring Creek Elementary School

25571 ELEMENTARY WAY

Bonita Springs, FL 34135

239-947-0001

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

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 90%
Alternative/ESE Center No	Charter School No	Minority Rate 83%

School Grades History

2013-14 C	2012-13 C	2011-12 B	2010-11 A
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Spring Creek Elementary School

Principal

Yvonne Bryan

School Advisory Council chair

Kristen Zimmerman

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Dr. Yvonne Bryan	Principal
Valerie Sheckler	Asst. Principal
Marcia Beckman	Curriculum Speciaist
Cynthia Hernandez	T.I.F. Teacher
Samantha Hutchinson	T.I.F. Teacher

District-Level Information

District

Lee

Superintendent

Dr. Nancy J Graham

Date of school board approval of SIP

10/22/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Kristen Zimmerman - SAC Chairperson/DAC Representative

Cynthia Lott - Teacher

Cynthia Hernandez - Lead Teacher

Robriest Tyler - Building Supervisor

Maria Molano - Bookkeeper

Samantha Hutchinson - Lead Teacher

Molly Spelman - Parent

Martha Cuello - Parent

Griselda Cisneros - Parent

Alice Cook - Community Member

Luisa Suero - Business Partner

Involvement of the SAC in the development of the SIP

The purpose of the School Advisory Council is to perform the functions that are prescribed by the regulations of the School Board. The SAC will assist in the preparation and evaluation of the School Improvement Plan, will give advice concerning the annual budget, and will approve the use of the school improvement funds. The SIP was approved at the SAC meeting, (on the agenda for 10-29-13)

Activities of the SAC for the upcoming school year

The SAC will review and approve the School Improvement Plan and the Parent Involvement Plan. The SAC will be involved in decision-making regarding school budget and school curriculum. SAC members will be informed monthly on information from the District Advisory Council (DAC).

Projected use of school improvement funds, including the amount allocated to each project

N/A

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Yvonne Bryan

Principal

Years as Administrator: 19

Years at Current School: 4

Credentials

BS Elem Ed
 MS Ed
 Leadership, EdD
 Organizational Leadership
 ESOL certification
 Early Childhood Certification

Performance Record

2010-2011 Grade A
 2011-2012 Grade B
 2010-2011 Gains in Reading - 62%, Math -80%
 2011-2012 Gains in Reading - 71%, Math 55%
 2012-2013 Grade C
 2012-2013 Gains in Reading - 66%, Math 68%

Valerie Sheckler

Asst Principal

Years as Administrator: 10

Years at Current School: 19

Credentials

BS Elementary Education, Grades 1-6
MS Ed Leadership
ESOL certification

Performance Record

2007-2008 Grade A Met AYP 100%
2008-2009 Grade A Met AYP 95%
2009-2010 Grade A Met AYP 87%
2010-2011 Grade A Met AYP 90%
2011-2012 Grade B
2010-2011 Gains in Reading - 62%, Math -80%
2011-2012 Gains in Reading - 71% Math - 55%
2012-2013 Grade C
2012-2013 Gains in Reading - 66%, Math 68%

Instructional Coaches

of instructional coaches

3

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Marcia Beckman

Full-time / School-based

Years as Coach: 7

Years at Current School: 31

Areas

Reading/Literacy, Mathematics, Science, Data, RtI/MTSS

Credentials

BS in Elementary Education,
Master, Elementary Curriculum

Performance Record

2009-2010 Grade A
2010-2011 Grade A
2011-2012 Grade B
2010-2011 Gains in Reading - 62% Math -80%
2011-2012 Gains in Reading - 71% Math 55%
2012-2013 Grade C
2012-2013 Gains in Reading - 66%, Math 68%

Bonnie Roddis		
Full-time / School-based	Years as Coach: 8	Years at Current School: 23
Areas	Reading/Literacy, RtI/MTSS	
Credentials	BS Elementary Education Master of Education in Reading	
Performance Record	2009-2010 Grade A 2010-2011 Grade A 2011-2012 Grade B 2010-2011 Gains in Reading - 62% Math -80% 2011-2012 Gains in Reading - 71% Math 55% 2012-2013 Grade C 2012-2013 Gains in Reading - 66%, Math 68%	

Pam Schroeder		
Full-time / School-based	Years as Coach: 9	Years at Current School: 21
Areas	Science	
Credentials	BS in Elementary Education MS in Curriculum and Instruction.	
Performance Record	2009-2010 Grade A 2010-2011 Grade A 2011-2012 Grade B 2010-2011 Gains in Reading - 62% Math -80% 2011-2012 Gains in Reading - 71% Math 55% 2012-2013 Grade C 2012-2013 Gains in Reading - 66%, Math 68%	

Classroom Teachers

# of classroom teachers	53
# receiving effective rating or higher	51, 96%
# Highly Qualified Teachers	100%
# certified in-field	53, 100%
# ESOL endorsed	42, 79%
# reading endorsed	7, 13%

with advanced degrees

21, 40%

National Board Certified

1, 2%

first-year teachers

0, 0%

with 1-5 years of experience

20, 38%

with 6-14 years of experience

22, 42%

with 15 or more years of experience

11, 21%

Education Paraprofessionals

of paraprofessionals

11

Highly Qualified

11, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

2

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Administration meets regularly with new teachers. Teachers new to the school are partnered with an experienced staff member. Targeted interviews, extensive reference checks and background checks are performed in order to ensure the best possible candidate is hired for the position. New teachers are enrolled into the District's APPLES Program. All new teachers are evaluated using the new Danielson assessment tool at least twice per year. School-based staff development is provided 2-3 times monthly. Trainings are held on Tuesday afternoons and are mandatory for all teachers and are compensated at their hourly rate! Additional staff development for new teachers, also compensated their hourly rate, is provided and expected to be in attendance for two to three days prior to school beginning. (Reading, Writing, Math, and Class management etc.)

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

First year teachers to the District will be provided Professional Development 2-3 times per month. Monthly meetings with admin and peer teacher to review progress and monitor growth. For the 2013-2014, Spring Creek did not have any first year teachers, however, new teachers to the school were paired with a mentor teacher on their grade level.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The roles of each member are as follows:

Classroom Teacher

- Keep ongoing progress monitoring notes in a MTSS folder (FAIR, curriculum assessments, STAR or FCAT scores, work samples, anecdotes) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
- Attend MTSS Team meetings to collaborate on & monitor students who are struggling
- Implement interventions designed by MTSS Team for students receiving supplemental and intensive supports.
- Deliver instructional interventions with fidelity Reading Specialist
- Attend MTSS Team meetings
- Train teachers in interventions, progress monitoring, differentiated instruction
- Implement supplemental and intensive interventions
- Keep progress monitoring notes & anecdotes of interventions implemented
- Administer screenings
- Collect school-wide data for team to use in determining at-risk students
- Attend MTSS Team meetings for students receiving supplemental and intensive supports.
- Completes Communication Skills screening for students unsuccessful with Tier 2 interventions
- Assist with supplemental and intensive interventions through collaboration, training, and/or direct student contact
- Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions

Principal/Assistant Principal

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

Guidance Counselor/Curriculum Specialist

- Often MTSS Team facilitators
- Schedule and attend MTSS Team meetings
- Maintain log of all students involved in the MTSS process
- Send parent invites

- Complete necessary MTSS forms
 - Conduct social-developmental history interviews when requested
- School Psychologist
- Attend MTSS Team meetings on some students receiving supplemental supports & on all students receiving intensive supports
 - Monitor data collection process for fidelity
 - Review & interpret progress monitoring data
 - Collaborate with MTSS Team on effective instruction & specific interventions
 - Incorporate MTSS data when guiding a possible ESE referral & when making eligibility decisions
- ESE Teacher/Staffing Specialist
- Consult with MTSS Team regarding intensive interventions
 - Incorporate MTSS data when making eligibility decisions
- Specialist (Behavior, OT, PT, ASD)
- Consult with MTSS Team
 - Provide staff trainings
- Social Worker
- Attend MTSS Team meetings when requested
- ESOL/ELL Representative
- Attend all MTSS Team meetings for identified ELL students, advising and completing LEP paperwork
 - Conduct language screenings and assessments
 - Provide ELL interventions at all tiers
 - Conduct social-developmental history interviews and share with MTSS Team

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The MTSS Leadership Team assists with the analysis of school, classroom, and student level data in order to identify areas for school improvement. Additionally, the team assists with the evaluation of the student response to current interventions, curricula, and school systems.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Spring Creek Elementary utilizes the district adopted data management system, Pinnacle Analytics. This allows the school comprehensive access to all school and district databases, thereby assisting with the detailed analysis of district, school, classroom, and student level data. These analyses assist with the tracking of student progress, management of diagnostic, summative, and formative assessment data, and the response of students to implemented interventions.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The Lee County School District has hired District level support staff and parents to sustain the implementation of the MTSS problem-solving process for all students within schools. They provide training, coaching, modeling, data analysis, and guidance to assist schools with the implementation of supplemental and intensive strategies designed to improve the educational outcomes for students with academic and behavioral needs within a multi-tiered system of student supports. These personnel are comprised of teachers with knowledge in effective instructional practices, data analysis, curriculum resources, behavior management techniques, research based practices, and problem-solving processes to support the academic and behavioral needs of students within a multi-tiered student support system.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 2,400

Professional Learning Communities to include teacher collaboration, planning, and professional development with use of a Book Study of "Teach Like a Champion".

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

Effectiveness of the strategy will be determined through the collection of classroom walk-through data, teacher observations, and review of lesson plans. Student data to support the effectiveness of teacher professional development will be collected for weekly PLC meetings and documented on Critical Issues for Team Consideration form.

Who is responsible for monitoring implementation of this strategy?

Administration and Professional Development Team.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Dr. Vonnie Bryan	Principal
Valerie Sheckler	Assistant Principal
Bonnie Roddis	Reading Specialist
Cynthia Hernandez	TIF Teacher Leader
Samantha Hutchinson	TIF Teacher Leader
Marcia Beckman	Curriculum Specialist

How the school-based LLT functions

The Literacy Leadership Team is chaired by Bonnie Roddis. Administration attends as well as interested teachers at all grade levels and in special resource areas. The agenda is set by the Chair based on input from the Leadership team and grade level chairs. Meetings will be held monthly.

Major initiatives of the LLT

The priority will be to increase student achievement for the LY, LF students. The diligent use of research based interventions, monitoring and review and reteaching to meet students' needs will be implemented for all students.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Orientation meetings will be held prior to the start of the school year for kindergarten students and their families to familiarize them with the school and expectations for the coming year.

All students are assessed prior to or upon entering within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	60%	47%	No	64%
American Indian				
Asian				
Black/African American				
Hispanic	53%	41%	No	57%
White	83%	75%	No	84%
English language learners	32%	18%	No	39%
Students with disabilities	48%	31%	No	54%
Economically disadvantaged	57%	42%	No	61%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	85	27%	40%
Students scoring at or above Achievement Level 4	58	19%	24%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	130	66%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	37	75%	79%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	69	41%	43%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	39	23%	24%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	38	23%	24%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	46	53%	60%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	64%	52%	No	68%
American Indian				
Asian				
Black/African American				
Hispanic	62%	48%	No	66%
White	77%	74%	No	79%
English language learners	44%	34%	No	50%
Students with disabilities	58%	38%	No	62%
Economically disadvantaged	63%	50%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	106	34%	44%
Students scoring at or above Achievement Level 4	53	17%	24%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	134	68%	72%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	36	74%	78%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	36	32%	35%
Students scoring at or above Achievement Level 4	30	27%	28%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	21		22
Participation in STEM-related experiences provided for students	646	100%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	31	5%	0%
Students retained, pursuant to s. 1008.25, F.S.	16	3%	0%
Students who are not proficient in reading by third grade	14	2%	0%
Students who receive two or more behavior referrals	8	1%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	13	2%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

*To increase the number of parent volunteers by 10% from the previous year.

*To increase the average number of parents attending workshops by 20% from the previous year.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase Parent Volunteers by 10%	133	21%	23%
Increase Parents Attending Workshops by 20%	112	17%	20%

Goals Summary

- G1.** Increase student achievement gains school-wide by focusing on teaching, learning and comprehending rigorous text through the use of research based Common Core Literacy and Math strategies.

Goals Detail

G1. Increase student achievement gains school-wide by focusing on teaching, learning and comprehending rigorous text through the use of research based Common Core Literacy and Math strategies.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Social Studies
- Science
- Science - Elementary School

Resources Available to Support the Goal

- Personnel, professional development opportunities, materials, leadership, and school culture

Targeted Barriers to Achieving the Goal

- Introduction of new curriculum and Common Core Standards
- Developing schedules to accomodate common planning and intervention time
- Inconsistency in use of research based instructional strategies

Plan to Monitor Progress Toward the Goal

Weekly formative assessments that have been developed by grade levels to measure student achievement in identified critical areas. District developed summative assessments

Person or Persons Responsible

Professional Development team

Target Dates or Schedule:

weekly grade level meetings

Evidence of Completion:

Through checklist of completed lesson plans, walk-throughs, meeting agendas, and student data through Performance Matters and Pinnacle

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase student achievement gains school-wide by focusing on teaching, learning and comprehending rigorous text through the use of research based Common Core Literacy and Math strategies.

G1.B1 Introduction of new curriculum and Common Core Standards

G1.B1.S1 Teachers will receive ongoing professional development of Reading, Writing, and Math cross-curriculum.

Action Step 1

Ongoing professional development from Professional Development Team and District personnel

Person or Persons Responsible

Administration, Professional Development team, district personnel

Target Dates or Schedule

ongoing throughout 2013-2014 school year

Evidence of Completion

Administration walkthroughs, lesson plans, student data

Facilitator:

Administration, Professional Development team, district personnel

Participants:

all certified teaching staff

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

teacher observations, monitoring of lesson plans, student assessments

Person or Persons Responsible

Administration, Professional Development Team

Target Dates or Schedule

daily walkthroughs, weekly lesson plans, weekly PLC meetings

Evidence of Completion

observation forms, lesson plans, PLC minutes

Plan to Monitor Effectiveness of G1.B1.S1

student data and classroom observations

Person or Persons Responsible

TIF Teachers and/or Curriculum Specialist

Target Dates or Schedule

ongoing

Evidence of Completion

data charts and graphs, classroom observation forms, meeting minutes

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

Create and submit a daily Essential Teacher Log to describe how the Teacher Leaders are coaching, mentoring, and modeling of effective teaching practices.

Person or Persons Responsible

TIF Teacher Leaders

Target Dates or Schedule

Daily

Evidence of Completion

Document provided through the Essential Teacher Daily Log

Plan to Monitor Effectiveness of G1.B1.S2

student assessment data

Person or Persons Responsible

teachers, teacher leaders, administration

Target Dates or Schedule

ongoing

Evidence of Completion

student formative and summative assessments

G1.B1.S3 Monitoring of implementation of common core standards through classroom walkthroughs and review of lesson plans

Action Step 1

Data analysis collected from walk-throughs, formative teacher observations and monitoring teacher lesson plans and trainings

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Administration will review data collection from Domain 2 and 3 from the Teacher Evaluation System for effective implementation of best practices.

Facilitator:

Professional Development Team

Participants:

All certified teaching staff

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Administration will schedule required number of classroom walk-throughs and formal teacher evaluations. Administration will schedule weekly review of teacher lesson plans.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly and administration will meet the TALC guidelines of classroom walk-throughs and teacher evaluations.

Evidence of Completion

Successful completion of all required (and extra) observations and walk through requirements

Plan to Monitor Effectiveness of G1.B1.S3

100% of all required formative observations and classroom walk-throughs will be performed.

Person or Persons Responsible

Administration Team

Target Dates or Schedule

Mid-Year and End of Year Review (end of year dates will meet the requirements set by TALC)

Evidence of Completion

Successful completion of all evaluation requirements as documented in PeopleSoft.

G1.B2 Developing schedules to accomodate common planning and intervention time

G1.B2.S1 Develop a schedule that would allow for personnel to be available for PLC intervention teams.

Action Step 1

Non-classroom personnel will be assigned to specific grade levels. Intervention teams will be established for each grade level. Master schedule will be revised to accomodate intervention team to meet the needs of specific grade levels.

Person or Persons Responsible

Principal, Asst. Principal, Curriculum Specialist, T.I.F. Teachers,

Target Dates or Schedule

End of September 2013

Evidence of Completion

Successful implementation of intervention teams throughout the school.

Facilitator:

Leadership Team

Participants:

Principal, Asst. Principal, Curriculum Specialist, T.I.F. Teachers,

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

Monitor successful implementation of interventions teams at each grade level. Monitor attendance of individual intervention team members. Plan for replacement for absent members. Regularly attend grade level PLC meetings to monitor progress.

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

PLC team members meeting minutes, lesson plans, and administration walk throughs

Plan to Monitor Effectiveness of G1.B2.S1

Daily successful implementation of intervention team. Weekly grade level PLC Meetings. Monitor of Lesson Plans. Classroom Walk-throughs.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

An increase of student achievement through the use of formative assessments.

G1.B2.S2 Develop a teacher schedule that allows for flex time to accommodate 1 hour weekly after school PLC data analysis and planning sessions.

Action Step 1

Professional Development Team will create a schedule to meet the requirements of the TALC contract, which includes the 1 hour weekly after school PLC planning sessions.

Person or Persons Responsible

Professional Development Team

Target Dates or Schedule

August 2013

Evidence of Completion

Successful implementation of the PLC planning sessions

Facilitator:

Professional Development Team

Participants:

All certified staff

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

Professional Development Team will monitor the attendance of certified staff at weekly PLC sessions.

Person or Persons Responsible

Professional Development Team

Target Dates or Schedule

Weekly

Evidence of Completion

Weekly PLC session sign in sheets and minutes collected at each meeting

Plan to Monitor Effectiveness of G1.B2.S2

Successful implementation of the schedule and positive teacher feedback reporting effectiveness of weekly PLC sessions.

Person or Persons Responsible

Professional Development Team and PLC grade level/department team leaders

Target Dates or Schedule

Weekly

Evidence of Completion

Positive feedback from teacher surveys regarding PLC sessions

G1.B3 Inconsistency in use of research based instructional strategies

G1.B3.S1 Provide teachers with coaching/mentoring support provided by team leaders, Reading Specialist, Curriculum Specialist, and Teacher Leaders. One example would be the implementation "Teach Like a Champion" where all teachers, per grade level, will be presenting chapters to other staff members. After teachers present, all teachers will be expected to implement in the classroom the skills learned. The Leadership Team will monitor, provide feedback, and give instruction for correction of skills if and when necessary.

Action Step 1

Book Study and Action Research of "Teach Like a Champion", ongoing professional development in effective instructional strategies and best practices, modeling and coaching of best practices and effective instructional strategies.

Person or Persons Responsible

Administration, Professional Development Team, TIF Teacher Leaders, grade-levels

Target Dates or Schedule

ongoing throughout 2013-2014 school year (

Evidence of Completion

classroom observations

Facilitator:

Professional Development Team

Participants:

All certified staff

Plan to Monitor Fidelity of Implementation of G1.B3.S1

TIF Teacher Leader Daily Essential Log and attendance sign-in sheets for required professional development workshops

Person or Persons Responsible

Professional Development Team

Target Dates or Schedule

Weekly

Evidence of Completion

Attendance sign-in sheets, data collected of coaching/mentoring sessions as documented in the TIF Teacher Leader Daily Essential Log.

Plan to Monitor Effectiveness of G1.B3.S1

Teacher performance showing mastery of effective teaching strategies.

Person or Persons Responsible

Administration and Professional Development Team

Target Dates or Schedule

On-going

Evidence of Completion

Effective and Highly Effective ratings on observation forms and end of year evaluation forms for Domains 1, 2, 3, and 4.

G1.B3.S2 Professional development training (10 times per year) to include Common Core Writing to all teachers K-5 and will provide model demonstration lessons in different classrooms. Teacher will meet with trainer and Leadership Team to debrief what they observed and how they will tailor their instruction.

Action Step 1

Professional Development trainings will be scheduled for the year

Person or Persons Responsible

Professional Development Team

Target Dates or Schedule

Bi-Monthly

Evidence of Completion

Successful completion of professional development trainings.

Facilitator:

Trained Professional Consultants and school-based Professional Development Team

Participants:

All Certified Teachers

Plan to Monitor Fidelity of Implementation of G1.B3.S2

Attendance sign-in sheets for each professional development opportunity

Person or Persons Responsible

Professional Development Team

Target Dates or Schedule

Bi-Monthly

Evidence of Completion

All participants will have attended each professional development training.

Plan to Monitor Effectiveness of G1.B3.S2

The results of classroom walk-through and formative observation collection data.

Person or Persons Responsible

Administration Team

Target Dates or Schedule

On-going to meet the requirements set by TALC.

Evidence of Completion

Increase of effective and highly effective ratings on formative observation Form 2B and classroom walk-through collection forms in PeopleSoft. Also, an increase in overall effective and highly effective ratings given in all 4 domains on the end of year staff evaluations.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A

*Title I, Title II and other programs coordinate through the SIP process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations.

*All school improvement plans are reviewed at the district level for appropriate use of funds and effective use of resources. This district level review prevents duplication of services and facilitates coordination between schools and departments. This collaboration ensures that all programs support schools.

Title I, Part C- Migrant

*Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students.

*Services include after school tutorials in reading and math; health services; and literacy workshops for parents as a result of the coordination of these funds. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title I, Part D

*The facilities and schools coordinate with health services (mental and physical) and other social services to meet the need of students returning back to their assigned educational facility. The district Health Services, Student Services, Title I, Title III and ESE departments are all a part of the collaborative effort. For example: social workers from student services has the process and procedures in place to assist students and their families with social services for food stamps and other health services; the ESE Department has established a memorandum of understanding for assistance with housing and counseling services through Ruth Cooper and the Lutheran Service; vocational instructors establish partnership with businesses so students will have an opportunity to continue to develop their vocational skill.

Title II

*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.

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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Increase student achievement gains school-wide by focusing on teaching, learning and comprehending rigorous text through the use of research based Common Core Literacy and Math strategies.

G1.B1 Introduction of new curriculum and Common Core Standards

G1.B1.S1 Teachers will receive ongoing professional development of Reading, Writing, and Math cross-curriculum.

PD Opportunity 1

Ongoing professional development from Professional Development Team and District personnel

Facilitator

Administration, Professional Development team, district personnel

Participants

all certified teaching staff

Target Dates or Schedule

ongoing throughout 2013-2014 school year

Evidence of Completion

Administration walkthroughs, lesson plans, student data

G1.B1.S3 Monitoring of implementation of common core standards through classroom walkthroughs and review of lesson plans

PD Opportunity 1

Data analysis collected from walk-throughs, formative teacher observations and monitoring teacher lesson plans and trainings

Facilitator

Professional Development Team

Participants

All certified teaching staff

Target Dates or Schedule

Weekly

Evidence of Completion

Administration will review data collection from Domain 2 and 3 from the Teacher Evaluation System for effective implementation of best practices.

G1.B2 Developing schedules to accommodate common planning and intervention time

G1.B2.S1 Develop a schedule that would allow for personnel to be available for PLC intervention teams.

PD Opportunity 1

Non-classroom personnel will be assigned to specific grade levels. Intervention teams will be established for each grade level. Master schedule will be revised to accommodate intervention team to meet the needs of specific grade levels.

Facilitator

Leadership Team

Participants

Principal, Asst. Principal, Curriculum Specialist, T.I.F. Teachers,

Target Dates or Schedule

End of September 2013

Evidence of Completion

Successful implementation of intervention teams throughout the school.

G1.B2.S2 Develop a teacher schedule that allows for flex time to accommodate 1 hour weekly after school PLC data analysis and planning sessions.

PD Opportunity 1

Professional Development Team will create a schedule to meet the requirements of the TALC contract, which includes the 1 hour weekly after school PLC planning sessions.

Facilitator

Professional Development Team

Participants

All certified staff

Target Dates or Schedule

August 2013

Evidence of Completion

Successful implementation of the PLC planning sessions

G1.B3 Inconsistency in use of research based instructional strategies

G1.B3.S1 Provide teachers with coaching/mentoring support provided by team leaders, Reading Specialist, Curriculum Specialist, and Teacher Leaders. One example would be the implementation "Teach Like a Champion" where all teachers, per grade level, will be presenting chapters to other staff members. After teachers present, all teachers will be expected to implement in the classroom the skills learned. The Leadership Team will monitor, provide feedback, and give instruction for correction of skills if and when necessary.

PD Opportunity 1

Book Study and Action Research of "Teach Like a Champion", ongoing professional development in effective instructional strategies and best practices, modeling and coaching of best practices and effective instructional strategies.

Facilitator

Professional Development Team

Participants

All certified staff

Target Dates or Schedule

ongoing throughout 2013-2014 school year (

Evidence of Completion

classroom observations

G1.B3.S2 Professional development training (10 times per year) to include Common Core Writing to all teachers K-5 and will provide model demonstration lessons in different classrooms. Teacher will meet with trainer and Leadership Team to debrief what they observed and how they will tailor their instruction.

PD Opportunity 1

Professional Development trainings will be scheduled for the year

Facilitator

Trained Professional Consultants and school-based Professional Development Team

Participants

All Certified Teachers

Target Dates or Schedule

Bi-Monthly

Evidence of Completion

Successful completion of professional development trainings.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase student achievement gains school-wide by focusing on teaching, learning and comprehending rigorous text through the use of research based Common Core Literacy and Math strategies.	\$72,000
Total		\$72,000

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
Title 1	\$72,000	\$72,000
Total	\$72,000	\$72,000

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Increase student achievement gains school-wide by focusing on teaching, learning and comprehending rigorous text through the use of research based Common Core Literacy and Math strategies.

G1.B1 Introduction of new curriculum and Common Core Standards

G1.B1.S3 Monitoring of implementation of common core standards through classroom walkthroughs and review of lesson plans

Action Step 1

Data analysis collected from walk-throughs, formative teacher observations and monitoring teacher lesson plans and trainings

Resource Type

Professional Development

Resource

School-based Professional Development Trainers and stipend for teacher participation

Funding Source

Title 1

Amount Needed

\$18,000

G1.B3 Inconsistency in use of research based instructional strategies

G1.B3.S1 Provide teachers with coaching/mentoring support provided by team leaders, Reading Specialist, Curriculum Specialist, and Teacher Leaders. One example would be the implementation "Teach Like a Champion" where all teachers, per grade level, will be presenting chapters to other staff members. After teachers present, all teachers will be expected to implement in the classroom the skills learned. The Leadership Team will monitor, provide feedback, and give instruction for correction of skills if and when necessary.

Action Step 1

Book Study and Action Research of "Teach Like a Champion", ongoing professional development in effective instructional strategies and best practices, modeling and coaching of best practices and effective instructional strategies.

Resource Type

Professional Development

Resource

Purchase of Book and Materials. Teacher stipends for attendance at Professional Development trainings.

Funding Source

Title 1

Amount Needed

\$42,000

G1.B3.S2 Professional development training (10 times per year) to include Common Core Writing to all teachers K-5 and will provide model demonstration lessons in different classrooms. Teacher will meet with trainer and Leadership Team to debrief what they observed and how they will tailor their instruction.

Action Step 1

Professional Development trainings will be scheduled for the year

Resource Type

Professional Development

Resource

Common Core Writing Consultant

Funding Source

Title 1

Amount Needed

\$12,000