



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Harns Marsh Elementary School

1800 UNICE AVE N

Lehigh Acres, FL 33971

239-690-1249

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

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 91%
Alternative/ESE Center No	Charter School No	Minority Rate 79%

School Grades History

2013-14 A	2012-13 C	2011-12 B	2010-11 A	2009-10 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

Harns Marsh Elementary School

Principal

Marsha Bur

School Advisory Council chair

Abby Lewis

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

Name	Title
Marsha Bur	Principal
Richard Perdue	Assistant Principal
Gail Hall	Curriculum Specialist
Abby Lewis	Teacher Incentive Fund
Anthony Allevato	Teacher Incentive Fund
Tyroncia Powell	ESE Resource
Dawn Jones	Kindergarten Chair
Amy Anfinson	1st Grade Chair
Stephanie Kravetz	2nd Grade Chair
Denise Norwood	3rd Grade Chair
Amy Johnson	4th Grade Chair
Penny Branham	5th Grade Chair
Jason Wetherbee	Teacher at large
Charlotte Moore	Specials Chair

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

At the first SAC meeting of the year an election took place to fill the elected positions:

Tammy Camputaro, President, Community Member

John Gordon, Secretary, Parent

Heather McCollum, DAC Representative, Parent

Denise Norwood, DAC Alternative, Parent

SAC Membership:

Abby Lewis, Parent

Migdalia Cruz, Parent Involvement Specialist

Cindya Cortes, ESOL Contact

Jose Sifuentes, Business Partner

David Hall, Community Member

Audrey Ramones, Parent

Brendaliz Mayo, Parent

Nelly Alonso, Parent

Lyndita Saunders, Parent

Dr. Marsha Bur, Principal

43% non District Employees

43% Hispanic

14% of Black

Involvement of the SAC in the development of the SIP

A committee made up of the A+ Committee and parents met for half a day to develop the goals for the School Improvement Plan. This group completed the 8-step process for the goal chosen. The SIP was then shared with the SAC and approved.

Activities of the SAC for the upcoming school year

Develop School Improvement Plan

Approve School Improvement Plan

Help increase parent involvement at school-wide activities

Increase awareness of school and district policies

Approve the School Improvement Plan budget

Plan events that will educate parents in ways to help meet our School Improvement Goals

Discuss topics sent to SAC from the DAC committee

Discuss concerns related to our school and be advised of the outcomes

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

The projected use of school improvement funds is to be spent on the 3rd grade rigorous reading supplement "Outer Edge" for the amount of \$1,047.76.

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:

Marsha Bur

Principal

Years as Administrator: 11

Years at Current School: 4

Credentials

Degrees:

Ed.D-Educational Leadership

M Ed-Educational Leadership/Curriculum

Certifications:

School Principal - All Levels

Education Leadership

ESOL Endorsed

Gifted Endorsed

Elementary Education k-6

Performance Record

2010-2011

Grade: A

Reading: 75%

Math: 78%

Science: 40%

Writing: 85%

Reading Learning Gain: 66%

Math Learning Gain: 64%

Reading Lowest 25%: 63%

Math Lowest 25%: 71%

2011-2012:

Grade: B

Reading: 54%

Math: 52%

Science: 45%

Writing: 81%

Reading Learning Gain: 74%

Math Learning Gain: 58%

Reading Lowest 25%: 79%

Math Lowest 25%: 59%

2012-2013:

Grade: C

Reading: 52%

Math: 54%

Science: 48%

Writing: 59%

Reading Learning Gain: 53%

Math Learning Gain: 53%

Reading Lowest 25%: 58%

Math Lowest 25%: 52%

Richard Purdue

Asst Principal

Years as Administrator: 2

Years at Current School: 2

Credentials

M Ed-Educational Leadership
 Educational Leadership Elementary Education K-6
 Specific Learning Disabilities K-12
 Varying Exceptionalities K-12
 ESOL Endorsed

Performance Record

2010-2011
 Grade: A
 Reading: 75%
 Math: 78%
 Science: 40%
 Writing: 85%
 Reading Learning Gain: 66%
 Math Learning Gain: 64%
 Reading Lowest 25%: 63%
 Math Lowest 25%: 71%
 2011-2012:
 Grade: B
 Reading: 54%
 Math: 52%
 Science: 45%
 Writing: 81%
 Reading Learning Gain: 74%
 Math Learning Gain: 58%
 Reading Lowest 25%: 79%
 Math Lowest 25%: 59%
 2012-2013:
 Grade: C
 Reading: 52%
 Math: 54%
 Science: 48%
 Writing: 59%
 Reading Learning Gain: 53%
 Math Learning Gain: 53%
 Reading Lowest 25%: 58%
 Math Lowest 25%: 52%

Instructional Coaches

of instructional coaches

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

of classroom teachers

65

receiving effective rating or higher

59, 91%

Highly Qualified Teachers

100%

certified in-field

65, 100%

ESOL endorsed

39, 60%

reading endorsed

11, 17%

with advanced degrees

13, 20%

National Board Certified

0, 0%

first-year teachers

7, 11%

with 1-5 years of experience

24, 37%

with 6-14 years of experience

26, 40%

with 15 or more years of experience

8, 12%

Education Paraprofessionals

of paraprofessionals

15

Highly Qualified

100, 667%

Other Instructional Personnel

of instructional personnel not captured in the sections above

5

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

New teachers or teachers with less than three years experience are partnered with a clinical educated certified teacher. These partners meet weekly for support, planning and collaboration. They also meet monthly with Administration. Opportunities are provided for observing exemplary teachers as needed. In-service opportunities are provided for new teacher as needs arise. TIF teachers are available to help plan as well as model effective classroom strategies and/or lessons. Common planning time is provided weekly. Professional Learning Communities meet twice per month with the administrative team focused on collecting and analyzing data in the areas of reading, math, writing, science and effective classroom strategies. Professional Development is aligned with school goals.

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

Mentors and mentees meet on a weekly basis for structured guidance, collaboration and planning. A weekly journal is kept by the mentee to record questions, useful ideas, best practices, and resources. Mentors complete monthly formative evaluations that include both a pre and post planning meeting with their mentees. All of the school's mentors and mentees meet on a monthly basis to discuss concerns, questions, and successes.

Mrs. Dawn Jones is an exemplary kindergarten teacher and she is paired with Noe Facundo, a first year kindergarten teacher.

Mrs. Gail Hall is the curriculum specialist and exemplary teacher who has taught many years in 4th grade, she is paired with Lindsey Maxwell, a first year fourth grade teacher.

Ms. Amy Johnson is an exemplary fourth grade teacher and she is paired with Jillian Edel, a first year fourth grade teacher.

Ms. Ann Simmons is an exemplary kindergarten teacher and she is paired with Stacy King, a first year kindergarten teacher.

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

All grade levels have identified their bottom 33% and referred them to the MTSS team. Students are clustered by their ability level. PLC's have common planning time to collaborate and plan for their core instruction. When teachers are determining if students need tier two services, they gather necessary data and complete the MTSS referral form based on student data compared to class data. The MTSS team determines if the student qualifies for tier two services or if a change in core instruction is needed. Upon determination, tier two students are grouped with a 1:5 teacher/student ratio. Resource teachers work with identified tier two students according to their individualized plan. Tier three students work in

small groups no larger than 1:3 teacher/student ratio. Progress is monitored by the MTSS team as well as the admin PLC team.

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

The leadership team is made up of the grade level chairs who represent their grade level's needs to help improve core instruction and the intervention process. Needs are discussed at leadership meetings and solutions are then taken back to the grade level to implement. Grade level chairs are the first line of communication between resource teachers and the grade level.

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

The MTSS process is monitored by MTSS specialist and the guidance counselor. One specialist monitors K-2 academics, another is in charge of 3-5 academics, and the guidance counselor monitors behavior. To keep all MTSS specialist informed, a data based spread sheet with all tiered students is kept on the school sharepoint site. When needed for LY students, the ESOL Contact is utilized for communicating with parents and decision making.

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

Frequent (8 week) reviews of the effectiveness of the intervention for student progress are held. SMART goals are monitored and adjusted according to data collected. In grades k-2, fluency and comprehension are monitored by Reading Street's Fresh Reads and weekly tests, phonics is monitored by the grade level Spalding assessments. In grades 3-5, fluency and comprehension are monitored by Reading Street's Fresh Reads, Six-Minute Solutions, and weekly tests.

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

A SharePoint site is maintained with MTSS documents. MTSS specialists work with teachers to educate them on how to complete paperwork as well as answering questions and concerns. MTSS specialists along with teachers, schedule intervention times and the skills to be monitored. Parents are kept informed of the MTSS process by regularly scheduled meetings through letters and phone calls.

Literacy Leadership Team (LLT)

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

Name	Title
Jennifer Kellams	1st Grade Teacher
Jacqueline Lopez	3rd Grade Teacher
Wendy Anderson	3rd Grade Teacher
Abby Lewis	Teacher Incentive Fund
Gail Hall	Curriculum Specialist
Amanda Carrillo	2nd Grade Teacher
Donna Rodio	Media Specialist
Diane Walcher	5th Grade Teacher

Name	Title
Iris Ortiz	4/5 IA Teacher
Aerin Hector	Kindergarten Teacher
Deborah Henry	4th Grade Teacher

How the school-based LLT functions

This team will meet monthly. Notes are taken and posted on the school's SharePoint. Each grade level has a representative on this committee. The LLT will address concerns from the staff as reported from the LLT's members, find solutions, and assist grade levels with these concerns.

Major initiatives of the LLT

The initiative of the LLT will be to ensure that teachers know how to plan for learning using the new reading curriculum, write in all content areas, and provide their students with activities using rigorous text.

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

A Kindergarten orientation was held for incoming students and parents in May to familiarize them with the school and expectations for the coming year. This orientation provided parents information on buses, before and after school care, immunization requirements, ways parents can help prepare their child for school, and ended with a tour of the school.

All students were screened prior to or upon entering Kindergarten. The data was used to group students according to core and intervention instruction.

Core Kindergarten academic instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic skills identified by the screening data.

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	61%	52%	No	65%
American Indian				
Asian				
Black/African American	46%	42%	No	51%
Hispanic	61%	52%	No	65%
White	77%	62%	No	79%
English language learners	38%	34%	No	45%
Students with disabilities	33%	13%	No	40%
Economically disadvantaged	59%	51%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	145	33%	40%
Students scoring at or above Achievement Level 4	100	23%	31%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	147	50%	55%
Students in lowest 25% making learning gains (FCAT 2.0)	40	53%	58%

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)	48	44%	50%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	17	17%	25%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	18	18%	26%

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	97	63%	67%
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%	54%	No	68%
American Indian				
Asian				
Black/African American	47%	44%	No	52%
Hispanic	68%	54%	No	72%
White	69%	63%	No	72%
English language learners	53%	34%	No	58%
Students with disabilities	35%	27%	No	42%
Economically disadvantaged	63%	53%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	126	29%	36%
Students scoring at or above Achievement Level 4	106	24%	31%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	148	51%	56%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	38	49%	54%

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	38	29%	36%
Students scoring at or above Achievement Level 4	28	22%	30%

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 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	123	14%	10%
Students retained, pursuant to s. 1008.25, F.S.	36	4%	3%
Students who are not proficient in reading by third grade	78	49%	44%
Students who receive two or more behavior referrals	33	4%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	92	11%	8%

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

- English Classes
- Family Math Nights
- Family Reading Nights
- 3rd Grade FCAT Night
- Student Led Conferences (quarter 1 & 3)
- Parent Teacher Convergence
- Open House
- Curriculum Night
- Parents Volunteering

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
4,635 hours	5900	127%	10%

Goals Summary

- G1.** Increase student achievement gains school-wide by focusing on teaching and learning.

Goals Detail

G1. Increase student achievement gains school-wide by focusing on teaching and learning.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- Parental Involvement

Resources Available to Support the Goal

- Technology
- Certified and support personnel
- New curriculum/ academic plans/ supplements
- Common planning
- Content specific committees
- limited transitions schedule
- Title I funds/ tutoring, supplements

Targeted Barriers to Achieving the Goal

- Parental communication with understanding of new curriculum and resources.
- How to use resource personnel effectively, time spent instructing resource personnel,
- Unfamiliarity with curriculum framework due to lack of time for common planning. Unfamiliarity with resources available, reading expectations, and materials.

Plan to Monitor Progress Toward the Goal

Analyzing school wide data on increased student achievement.

Person or Persons Responsible

Administration and A plus data committee

Target Dates or Schedule:

Twice a month

Evidence of Completion:

Increased student achievement levels on district summative assessments.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase student achievement gains school-wide by focusing on teaching and learning.

G1.B1 Parental communication with understanding of new curriculum and resources.

G1.B1.S1 Providing communication through multiple media sources of ways to help their child(ren) with curriculum and resources.

Action Step 1

School newsletters in print, school website, school twitter feed, parent link, SAC and PTO meetings. Communicating in multiple languages.

Person or Persons Responsible

All school stakeholders

Target Dates or Schedule

Ongoing

Evidence of Completion

Number of followers on twitter, sign ins at SAC and PTO meetings, sign ins at curriculum nights, website counter.

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

tracking evidence of communication with parents

Person or Persons Responsible

Parental involvement specialist, administration, media source representatives

Target Dates or Schedule

ongoing

Evidence of Completion

Number of followers on twitter, sign ins at SAC and PTO meetings, sign ins at curriculum nights, website counter.

Plan to Monitor Effectiveness of G1.B1.S1

tracking evidence of communication with parents

Person or Persons Responsible

Parental involvement specialist, administration, media source representatives

Target Dates or Schedule

ongoing

Evidence of Completion

Increasing number of followers on twitter, sign ins at SAC and PTO meetings, sign ins at curriculum nights, website counter.

G1.B2 How to use resource personnel effectively, time spent instructing resource personnel,

G1.B2.S1 Literacy committee and math committee will create specific activities that support resource personnel during the 2 hour morning block. Teacher will communicate through logs, e-mail, in person on a weekly basis to the resource personnel. Teachers will create a designated workspace for resource personnel with materials and procedures ready.

Action Step 1

create specific activities that support resource personnel during the 2 hour morning block

Person or Persons Responsible

Literacy and Math committee members

Target Dates or Schedule

monthly

Evidence of Completion

compiled list of strategies and activities shared with all teachers, resource personnel, and administration through sharepoint

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

Committee agendas and minutes posted on sharepoint

Person or Persons Responsible

Math and literacy committee chairpersons

Target Dates or Schedule

Initial list posted within the first quarter

Evidence of Completion

Strategies and activities posted on sharepoint

Plan to Monitor Effectiveness of G1.B2.S1

anonymous survey

Person or Persons Responsible

A + data team

Target Dates or Schedule

end of first quarter

Evidence of Completion

results of the survey

G1.B3 Unfamiliarity with curriculum framework due to lack of time for common planning. Unfamiliarity with resources available, reading expectations, and materials.

G1.B3.S1 Provide half day substitutes for teams to collaborate in planning. Teams schedule regular planning times for individual subjects. Identify most important focus for teaching and learning.

Action Step 1

Schedule regular planning time to identify focus on teaching and learning

Person or Persons Responsible

Grade levels/ Subject area teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans / minutes/ common planning forms

Facilitator:

Grade Level Chair

Participants:

Grade Level Team

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

checking for completion of lesson plans, common planning forms

Person or Persons Responsible

Team chairs and administration

Target Dates or Schedule

weekly

Evidence of Completion

Lesson plans are submitted and common planning forms are used. Implementation evident during administration walkthroughs.

Plan to Monitor Effectiveness of G1.B3.S1

Meetings to review data and discuss remediation and enrichment.

Person or Persons Responsible

PLC teams and administration

Target Dates or Schedule

Following formative and summative assessments.

Evidence of Completion

Student scores increase on common assessments.

G1.B3.S2 Provide on-site training to improve reading expectations.

Action Step 1

Spalding Training for K-2 teachers

Person or Persons Responsible

District Trainer

Target Dates or Schedule

Afterschool for 18 hours

Evidence of Completion

Course evaluation; attendance roster

Facilitator:

Mrs. Gay Page

Participants:

K, 1st, & 2nd grade teachers that have not been trained.

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

Spalding Training

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans, Walk throughs

Plan to Monitor Effectiveness of G1.B3.S2

Spalding Phonics

Person or Persons Responsible

Administration

Target Dates or Schedule

Walk throughs

Evidence of Completion

Student gains in reading

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, 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.

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 and learning.

G1.B3 Unfamiliarity with curriculum framework due to lack of time for common planning. Unfamiliarity with resources available, reading expectations, and materials.

G1.B3.S1 Provide half day substitutes for teams to collaborate in planning. Teams schedule regular planning times for individual subjects. Identify most important focus for teaching and learning.

PD Opportunity 1

Schedule regular planning time to identify focus on teaching and learning

Facilitator

Grade Level Chair

Participants

Grade Level Team

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson plans / minutes/ common planning forms

G1.B3.S2 Provide on-site training to improve reading expectations.

PD Opportunity 1

Spalding Training for K-2 teachers

Facilitator

Mrs. Gay Page

Participants

K, 1st, & 2nd grade teachers that have not been trained.

Target Dates or Schedule

Afterschool for 18 hours

Evidence of Completion

Course evaluation; attendance roster

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 and learning.	\$5,574
Total		\$5,574

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Professional Development	Total
Title II	\$5,000	\$574	\$5,574
Total	\$5,000	\$574	\$5,574

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 and learning.

G1.B3 Unfamiliarity with curriculum framework due to lack of time for common planning. Unfamiliarity with resources available, reading expectations, and materials.

G1.B3.S1 Provide half day substitutes for teams to collaborate in planning. Teams schedule regular planning times for individual subjects. Identify most important focus for teaching and learning.

Action Step 1

Schedule regular planning time to identify focus on teaching and learning

Resource Type

Personnel

Resource

Substitute provided half a day quarterly for team to plan.

Funding Source

Title II

Amount Needed

\$5,000

G1.B3.S2 Provide on-site training to improve reading expectations.

Action Step 1

Spalding Training for K-2 teachers

Resource Type

Professional Development

Resource

Spalding Phonics Training

Funding Source

Title II

Amount Needed

\$574