2013-2014 SCHOOL IMPROVEMENT PLAN

Tice Elementary School

4524 TICE ST
Fort Myers, FL 33905
239-694-1257
http://tic.leeschools.net/

School Demographics

School Type	**Title I**	**Free and Reduced Lunch Rate**
Elementary School	Yes	98%
Alternative/ESE Center	**Charter School**	**Minority Rate**
No	No	95%

School Grades History

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

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
Tice Elementary School

Principal
Dwayne Courtney

School Advisory Council chair
Marilis Gonzalez (2012-13; new vote on 9-16-17)

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

Name	Title
Ronda Amaya	Assistant Principal
Marcile Ballard	Curriculum Specialist
Kaye Bottles	Grade Level Chair - 2nd Grade
Sharon Brooks	ESE Chair
Diana Cameron	Grade Level Chair - Kindergarten
Rita Chambers	Secretaty to the Principal
Dwayne Courtney	Principal
Ariana DiRenzo	Reading Coach
Marianne Hodges	Science Coach
Stephanie Hogan	TIF Teacher Leader
Angela Ireland	Grade Level Chair - 5th Grade
Wilmead Joseph	Grade Level Chair - 1st Grade
Marshall Long	Math Coach
Beverly Ritchie	Grade Level Chair - 4th Grade
Catherine Simons	TIF Teacher Leader
Ted Souppa	Grade Level Chair - 3rd Grade

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

Chairperson - Parent - Marilis Gonzalez (2012-13; new vote on 9-16-17)
DAC Rep - Teacher - Wilmide Joseph and alternate Andrea Lowther
2 Community Members, 4 Teachers, 2 Support Staff, 6 Parents, 2 Administrators, 1 Business Partner

Involvement of the SAC in the development of the SIP

The SAC committee will review data from the previous school year and assist in determining goals for the current school year. They will vote to approve the SIP and will be involved in updating the SIP plan at scheduled meetings. Data will be shared and disagragated as a form of monitoring progress toward achieving the school wide goak of increasing student achievement.

Activities of the SAC for the upcoming school year

In 2013-2014, the Tice Elementary SAC will have at least four meetings to review School Improvement, Baseline, Mid-Year, and End of Year data. In addition, the SAC will be informed of and contribute to the planning of activities and opportunities for parent involvement at Tice.

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

Consultant Contrats $2,100.00
Supplies $3,428.00
Supplemental Contracts $185.00
Rentals $400.00
Other Purchases $658.00

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:

Dwayne Courtney		
Principal	Years as Administrator: 14	Years at Current School: 1

Credentials	Elementary Education 1-6 Educational Leadership School Principal
Performance Record	Mr. Courtney has been the principal of a Title I, A school for several years. Under his administration, Tice Elementary increased from a D to a C for the 2012-2013 school year, earning an increase of 72 points.

Ronda Amaya		
Asst Principal	Years as Administrator: 7	Years at Current School: 1

Credentials	Educational Leadership ESOL (Endorsement) Political Science 6-12 School Principal Spanis K-12
Performance Record	Ms. Amaya has been the Assistant Principal of an A school in the recent past . As the Assistant Principal last year, Tice Elementary increased from a D to a C for the 2012-2013 school year, earning an increase of 72 points.

Instructional Coaches

# of instructional coaches

3

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Ariana DiRenzo		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Reading/Literacy	

Credentials	Elementary K-6 PreK/Primary Education Reading K-12 ESE K-12
Performance Record	

Marianne Hodges		
Full-time / School-based	Years as Coach: 0	Years at Current School: 0

Areas	Science
Credentials	Elementay Education K-6 English 6-12 ESOL (Endorsement) Gifted

Performance Record

Marshall Long		
Full-time / School-based	Years as Coach: 0	Years at Current School: 8

Areas	Mathematics
Credentials	Elementary Education K-6 ESOL (Endorsement) ESE K-12

Performance Record

Classroom Teachers

# of classroom teachers
37

 # receiving effective rating or higher
35, 95%

 # Highly Qualified Teachers
100%

 # certified in-field
37, 100%

 # ESOL endorsed
25, 68%

 # reading endorsed
1, 3%

 # with advanced degrees
14, 38%

 # National Board Certified
1, 3%

 # first-year teachers
1, 3%

 # with 1-5 years of experience
7, 19%

 # with 6-14 years of experience

14, 38%

 # with 15 or more years of experience

15, 41%

Education Paraprofessionals

# of paraprofessionals

15

 # Highly Qualified

15, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

6

 # 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

Every effort is made to recruit and retain highly qualified, certified-in-field, effctive teachers to the school as administration attends recruitment fairs and maintains on-going relationships with local colleges and universities. Interns are encouraged to work with experienced teachers in an effort to develop teaching skills and be observed for possible future teaching positions.

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

Beginning teachers are paired with veteran teachers for mentoring. The team meets weekly to discuss effective
strategies and data analysis. Mentor also models lessons and sest aside time to observe mentee and give
feedback.
Teams are paired based on grade level and/or team. For example, a new kindergarten teacher will be paired with a veteran kindergarten tacher. A new ESE teacher will be paired with a veteran ESE teacher.
Teams also meet with administration to dicuss expectations and progress toward mastery of those expectations.

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 Tice Elementary School 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 an MTSS folder (FAIR, curriculum assessments, STAR or FCAT scores, work samples, anecdotals) 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 or Math Coach/Specialist
• Attend MTSS Team meetings
• Train teachers in interventions, progress monitoring, differentiated instruction
• Implement supplemental and intensive interventions
• Keep progress monitoring notes & anecdotals of interventions implemented
• Administer screenings
• Collect school-wide data for team to use in determining at-risk students
Speech-Language Pathologist
• 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
• Conduct social-developmental history interviews and share with MTSS Team
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

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

The Lee County School District has developed a comprehensive training plan for faculty and staff. School based MTSS contacts and administrators have been identified and are provided on-going staff development training regarding the MTSS problem-solving process throughout the school year in the areas of problem identification, instructional best practices, curriculum supports, data analysis, implementation of supplemental and intensive interventions, and behavior management techniques. Additionally, district personnel provide coaching and modeling to assist schools with strategies that are designed to improve the educational outcomes for students with academic and behavioral needs within a multi-tiered system of student supports.

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

Tice Elementary School utilizes the district adopted data management system, Performance Matters. 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 personnel 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.

Literacy Leadership Team (LLT)

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

Name	Title
Marcile Ballard	Curriculum Specialist
Sharon Brooks	ESE Chairperson
Ariana DiRenzo	Reading Coach
Stephanie Hogan	TIF Teacher Leader
Marianne Hodges	Science Coach
Dwayne Courtney	Principal
Ronda Amaya	Assistant Principal
Marshall Long	Math Coach
Catherine Simons	TIF Teacher Leader

How the school-based LLT functions

The LLT meets with administration on a weekly basis. Each member reports out on the progress of his/her assigned grade level and/or subject area. Professional development and support are consistent items on the agenda. Administration often shares information to be disseminated to grade levels.

Major initiatives of the LLT

The major initiatives of the LLT this year include providing professional development and support in the areas of accountable talk, differentiated instruction, questioning techniques, implementation of Common Core, and formation of PLCs.

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 are held prior to the start of the school year for kindergarten students and their families to familiarize them with the school and expectations of the coming year.
Curriculum nights are held by grade levels to ensure families are aware of the curriculum and expectations for the students.
Students are assessed prior to or upon entering kindergarten within the areas of Basic Skills/school Readiness, Oral Language, Concepts of Print, and Phonological Awareness. Data is used to plan daily academic and social/emotional instruction for students.

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	53%	41%	No	57%
American Indian				
Asian				
Black/African American	54%	29%	No	59%
Hispanic	53%	42%	No	58%
White	46%		No	51%
English language learners	29%	17%	No	36%
Students with disabilities	56%	26%	No	60%
Economically disadvantaged	53%	40%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	52	30%	35%
Students scoring at or above Achievement Level 4	17	10%	15%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		*[data excluded for privacy reasons]*	
Students scoring at or above Level 7		*[data excluded for privacy reasons]*	

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	70	55%	60%
Students in lowest 25% making learning gains (FCAT 2.0)	12	65%	69%

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)	23	21%	25%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	11	1%	10%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	19	17%	23%

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	27	52%	57%
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	54%	55%	Yes	59%
American Indian				
Asian				
Black/African American	51%	43%	Yes	56%
Hispanic	54%	56%	Yes	59%
White	56%		No	60%
English language learners	43%	51%	Yes	49%
Students with disabilities	48%	42%	Yes	54%
Economically disadvantaged	53%	55%	Yes	58%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	67	38%	45%
Students scoring at or above Achievement Level 4	23	13%	14%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	116	83%	85%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	20	92%	95%

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	14	24%	29%
Students scoring at or above Achievement Level 4	11	19%	25%

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	14	4%	3%
Students retained, pursuant to s. 1008.25, F.S.	9	2%	1%
Students who are not proficient in reading by third grade	42	62%	50%
Students who receive two or more behavior referrals	30	8%	7%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	14	4%	3%

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

During the 2013-2014 school year, parent involvement and volunteer hours will increase to 41,000 as recorded in logs.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parent involvement/volunteer hours to 39,765	40+	100%	100%

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, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Social Studies
- Science - Elementary School
- Parental Involvement

Resources Available to Support the Goal
- personnel (district support, coaches, TIF teachers, paraprofessionals)
- new teacher mentoring program
- professional development opportunities
- student data
- curriculum guides/academic plans
- schedules
- materials

Targeted Barriers to Achieving the Goal
- routine engagement in instructional best practices
- need for additional professional development and/or increased participation in PD opportunities
- implementation of professional development
- data is collected, but not systematically used to inform instruction across grade levels

Plan to Monitor Progress Toward the Goal

Examine student data

Person or Persons Responsible
Administration, grade levels

Target Dates or Schedule:
During PLC meetings and grade level data meetings with administration

Evidence of Completion:
Data reports demonstrating an increase in the percentage of students making gains

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 routine engagement in instructional best practices

G1.B1.S1 Use coaches, TIF teachers, resource teachers, and district personnel to model instructional best practices.

Action Step 1

Model accountable talk, differentiated instruction, implementation of Common Core, and questing techniques for second grade teachers.

Person or Persons Responsible

Marcile Ballard

Target Dates or Schedule

Daily

Evidence of Completion

Coaching logs, intervention schedule for coaches, lesson plans, feedback from teachers, teacher implementation noted during classroom walk throughs

Action Step 2

Model accountable talk, differentiated instruction, implementation of Common Core, and questing techniques for teachers with ESE students.

Person or Persons Responsible

Sharon Brooks

Target Dates or Schedule

Daily

Evidence of Completion

Coaching logs, intervention schedule for coaches, lesson plans, feedback from teachers, teacher implementation noted during classroom walk throughs

Action Step 3

Model best practices in math using the Go! Math series

Person or Persons Responsible

Laurie Delikat

Target Dates or Schedule

Begin with once a week, then once every two weeks, finally once a month, using gradual release model for teachers

Evidence of Completion

lesson plans, feedback from teachers, teacher implementation noted during classroom walk throughs

Action Step 4

Model accountable talk, differentiated instruction, implementation of Common Core, and questing techniques for Kindergarten and first grade teachers.

Person or Persons Responsible

Ariana DiRenzo

Target Dates or Schedule

Daily

Evidence of Completion

Coaching logs, intervention schedule for coaches, lesson plans, feedback from teachers, teacher implementation noted during classroom walk throughs

Action Step 5

Model accountable talk, differentiated instruction, implementation of Common Core, and questing techniques for third grade teachers.

Person or Persons Responsible

Marianne Hodges

Target Dates or Schedule

Daily

Evidence of Completion

Coaching logs, intervention schedule for coaches, lesson plans, feedback from teachers, teacher implementation noted during classroom walk throughs

Action Step 6

Model accountable talk, differentiated instruction, implementation of Common Core, and questing techniques for fourth grade teachers.

Person or Persons Responsible

Stephanie Hogan

Target Dates or Schedule

Daily

Evidence of Completion

Coaching logs, intervention schedule for coaches, lesson plans, feedback from teachers, teacher implementation noted during classroom walk throughs

Facilitator:

Stephanie Hogan

Participants:

Stephanie Hogan

Action Step 7

Model best practices in reading using the Pearson reading series.

Person or Persons Responsible

Polly Kiely

Target Dates or Schedule

twice a month

Evidence of Completion

lesson plans, feedback from teachers, teacher implementation noted during classroom walk throughs

Action Step 8

Model best practices in mathematics

Person or Persons Responsible

Marshall Long

Target Dates or Schedule

Daily

Evidence of Completion

Coaching logs, lesson plans, feedback from teachers, teacher implementation noted during classroom walk throughs

Action Step 9

Model a math lesson for 3rd and 5th grade teachers; Provide time for questions and answers from teachers

Person or Persons Responsible

Amanda Schumbacker

Target Dates or Schedule

August 30, 2013

Evidence of Completion

lesson plans, feedback from teachers, teacher implementation noted during classroom walk throughs

Facilitator:

Amanda Schumbacker

Participants:

Amanda Schumbacker

Action Step 10

Model accountable talk, differentiated instruction, implementation of Common Core, and questing techniques for fifth grade teachers.

Person or Persons Responsible

Catherine Simons

Target Dates or Schedule

Daily

Evidence of Completion

Coaching logs, intervention schedule for coaches, lesson plans, feedback from teachers, teacher implementation noted during classroom walk throughs

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

Agenda

Person or Persons Responsible

Literacy Leadersship Team

Target Dates or Schedule

Weekly

Evidence of Completion

Minutes from meeting, coaches logs, classroom walk throughs

Plan to Monitor Effectiveness of G1.B1.S1

Classroom observations focusing on instructional best practices

Person or Persons Responsible

Administration

Target Dates or Schedule

on-going

Evidence of Completion

Classroom walk throughs

G1.B1.S2 Increase awareness and implementation of instructional best practices through professional development.

Action Step 1

Arrange for opportunities to participate in professional development sessions focused on best practices

Person or Persons Responsible

Coaches, TIF Teachers, Curriculum Specialist

Target Dates or Schedule

on-going

Evidence of Completion

professional development plan, Title II

Facilitator:

Acevedo, Delikat, Kiley, Mell, Mendes, Schumbacker

Participants:

instructional staff

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

Review schedule of professional development and invitations to faculty, complete classroom observations focused on implementation of best practices

Person or Persons Responsible

Administration

Target Dates or Schedule

on-going

Evidence of Completion

Title II Plan, Classroom walk throughs

Plan to Monitor Effectiveness of G1.B1.S2

Monitoring of notifications of professional development opportunities and in service records, conduct classroom observations

Person or Persons Responsible

Administration

Target Dates or Schedule

on-going

Evidence of Completion

e-mail records, in-service records, classroom walk through reports

G1.B1.S3 Engage in regular PLC, data-driven discussions to identify successful instructional practices.

Action Step 1

Teachers will engage in meetings to review and discuss student data and progress toward mastery of benchmarks. Successful instructional strategies will be identified and shared with the team. Plans for reteaching will utilize successful practices.

Person or Persons Responsible

Grade level chairs and a member from the LLT will facilitate meetings

Target Dates or Schedule

weekly, throughout the school year

Evidence of Completion

student data, lesson plans for reteaching

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

Agendas and minutes from weekly meetings will be posted on SharePoint and reviewed for progress and implementation

Person or Persons Responsible

administration

Target Dates or Schedule

weekly

Evidence of Completion

administration will maintain a record of reviews

Plan to Monitor Effectiveness of G1.B1.S3

Data for students who achieve mastery, or show improvement, after retaching of bbenchmark and subsequent assessment.

Person or Persons Responsible

PLC teams

Target Dates or Schedule

after subsequent assessments

Evidence of Completion

agenda item and minutes of LLT meetings with administration's comments about effectiveness of reteaching and reassessing students

G1.B2 need for additional professional development and/or increased participation in PD opportunities

G1.B2.S1 Survey teachers for professional development needs.

Action Step 1

The faculty will be given a survey asking for input on professional development needs and requests.

Person or Persons Responsible

Ronda Amaya

Target Dates or Schedule

August 2013 on SharePoint

Evidence of Completion

Survey results

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

Results of the survey will be analyzed

Person or Persons Responsible

LLT

Target Dates or Schedule

At weekly LLT meeting

Evidence of Completion

Agenda and minutes

Plan to Monitor Effectiveness of G1.B2.S1

Use results to plan professional development

Person or Persons Responsible

LLT

Target Dates or Schedule

After need has been determined at LLT meeting

Evidence of Completion

schedule of professional development

G1.B2.S2 Continue professional development in questioning, implementation of Common Core, differentiated instruction, and accountable talk.

Action Step 1

Provide professional development in Webb's Depth of Knowledge, implementation of Common Core, differentiated instruction, and accountable talk

Person or Persons Responsible

LLT members assigned to each grade

Target Dates or Schedule

TBD

Evidence of Completion

Completion of professional development opportunity In-service records

Facilitator:

DiRenzo - Kindergarten Brooks - 1st Grade Ballard - 2nd Grade Hodges - 3rd Grade Hogan - 4th Grade Simons - 5th Grade

Participants:

Classroom teachers

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

Evidence of completion of professional development

Person or Persons Responsible

LLT

Target Dates or Schedule

After professional development has been delivered (TBD)

Evidence of Completion

Agenda and minutes of weekly LLT meetings

Plan to Monitor Effectiveness of G1.B2.S2

observe classrooms looking for implementation of the professional development focus

Person or Persons Responsible

Administration

Target Dates or Schedule

after completetion of professional development (TBD)

Evidence of Completion

classroom walk through notes

G1.B2.S3 Provide professional development in implementation of new reading and math series.

Action Step 1

Professional

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B2.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B3 implementation of professional development

G1.B3.S1 Provide instructional coaching to assist classroom teachers with implementation.

Action Step 1

Provide coaching for classroom teachers.

Person or Persons Responsible

Ballard, Brooks, DiRenzo, Hodges, Hogan, Long, Simons

Target Dates or Schedule

Cycles will be on-going for various classroom teachers throughout the year.

Evidence of Completion

coaches logs

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B3.S2 Assign follow up activities to participants that include demonstrating implementation of professtional development focus.

Action Step 1

Teachers will incorporate leatning from professional development into thier calsstoom lessons.

Person or Persons Responsible

instructioanl personnel

Target Dates or Schedule

within two weeks of the conclusion of professional development

Evidence of Completion

lesson plans, classroom walk throughs

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

administration will observe teachers implementing prof3essional develop[ment

Person or Persons Responsible

administration

Target Dates or Schedule

within two weeks after professional development is attended

Evidence of Completion

completed classroom walk throughs

Plan to Monitor Effectiveness of G1.B3.S2

anecdotal data will be collected and reviewed

Person or Persons Responsible

administration

Target Dates or Schedule

after observation

Evidence of Completion

completed schedule of observations

G1.B4 data is collected, but not systematically used to inform instruction across grade levels

G1.B4.S1 Form PLC teams from each grade level.

Action Step 1

Grade Level data meetings

Person or Persons Responsible

Grade levels

Target Dates or Schedule

Weekly

Evidence of Completion

Agenda and minutes

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Additional member at each PLC grade levle meeting.

Person or Persons Responsible

Member of LLT will attend each grade level meeting

Target Dates or Schedule

weekly

Evidence of Completion

agendas and minutes

Plan to Monitor Effectiveness of G1.B4.S1

Review progress and data on student progress toward mastery of benchmarks

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Agenda and minutes from LLT meetings

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.B1 routine engagement in instructional best practices

G1.B1.S1 Use coaches, TIF teachers, resource teachers, and district personnel to model instructional best practices.

PD Opportunity 1

Model accountable talk, differentiated instruction, implementation of Common Core, and questing techniques for fourth grade teachers.

Facilitator

Stephanie Hogan

Participants

Stephanie Hogan

Target Dates or Schedule

Daily

Evidence of Completion

Coaching logs, intervention schedule for coaches, lesson plans, feedback from teachers, teacher implementation noted during classroom walk throughs

PD Opportunity 2

Model a math lesson for 3rd and 5th grade teachers; Provide time for questions and answers from teachers

Facilitator

Amanda Schumbacker

Participants

Amanda Schumbacker

Target Dates or Schedule

August 30, 2013

Evidence of Completion

lesson plans, feedback from teachers, teacher implementation noted during classroom walk throughs

G1.B1.S2 Increase awareness and implementation of instructional best practices through professional development.

PD Opportunity 1

Arrange for opportunities to participate in professional development sessions focused on best practices

Facilitator

Acevedo, Delikat, Kiley, Mell, Mendes, Schumbacker

Participants

instructional staff

Target Dates or Schedule

on-going

Evidence of Completion

professional development plan, Title II

G1.B2 need for additional professional development and/or increased participation in PD opportunities

G1.B2.S2 Continue professional development in questioning, implementation of Common Core, differentiated instruction, and accountable talk.

PD Opportunity 1

Provide professional development in Webb's Depth of Knowledge, implementation of Common Core, differentiated instruction, and accountable talk

Facilitator

DiRenzo - Kindergarten Brooks - 1st Grade Ballard - 2nd Grade Hodges - 3rd Grade Hogan - 4th Grade Simons - 5th Grade

Participants

Classroom teachers

Target Dates or Schedule

TBD

Evidence of Completion

Completion of professional development opportunity In-service records

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.	$14,286
	Total	$14,286

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
Title II	$4,286	$4,286
Title I	$10,000	$10,000
Total	$14,286	$14,286

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.B1 routine engagement in instructional best practices

G1.B1.S2 Increase awareness and implementation of instructional best practices through professional development.

Action Step 1

Arrange for opportunities to participate in professional development sessions focused on best practices

Resource Type

Professional Development

Resource

Funding Source

Title II

Amount Needed

$4,286

G1.B2 need for additional professional development and/or increased participation in PD opportunities

G1.B2.S2 Continue professional development in questioning, implementation of Common Core, differentiated instruction, and accountable talk.

Action Step 1

Provide professional development in Webb's Depth of Knowledge, implementation of Common Core, differentiated instruction, and accountable talk

Resource Type

Professional Development

Resource

Funding Source

Title I

Amount Needed

$10,000