2013-2014 SCHOOL IMPROVEMENT PLAN

San Carlos Park Elementary School

17282 LEE RD

Fort Myers, FL 33967

239-267-7177

http://sac.leeschools.net/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	76%

Alternative/ESE Center	Charter School	Minority Rate
No	No	61%

School Grades History

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

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.

Table of Contents

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

San Carlos Park Elementary School

Principal

Aida C. Saldivar

School Advisory Council chair

Dr. Trent Brown

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

Name	Title
Aida C. Saldivar	Principal
Tamara Forkey	Assistant Principal
Karen Wood	Curriculum Specialist
Kandace McGinn	School Counselor
Holly Morris	ESOL Contact/Writing Coach
Kathryn Reid	Reading Coach Grades 3-5
Emma Pineda	Reading Coach Grades K-2
Abby Baker	Math Coach

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

School Advisory Council (SAC) Chair: Dr. Trent Brown
District Advisory Council (DAC) Representative: Dr. Trent Brown
Administrator: Aida Saldivar
DAC Alternate: Aida Saldivar
Parent: Secretary SAC: Tess Brennan
Parent: Abby Dattilo
Parent: Crissie Miller
Parent: Nicole Cleary
Parent: Roxanne Lewis

Parent: Ruth Rodriguez
Parent: Muriel Sepulveda
Teacher: Emma Pineda
Teacher: Karen Wood
Support Staff: Sami Abed
Support Staff: Val Cavazos
Business: Primrose Courtois
Community: April Milby

Involvement of the SAC in the development of the SIP

The School Advisory Council (SAC) will be given a presentation on the School Improvement Plan (SIP) and will have the ability to recommend additions, deletions or changes, then vote on acceptance of the SIP during the SAC meeting in September 2013.

Activities of the SAC for the upcoming school year

The School Advisory Committee (SAC) will:
-Examine aspects of the school as suggested by the priorities and give suggestions/comments/changes to help generate a School Improvement Plan (SIP) that addresses targeting the identified priorities and meeting the student performance standards.
-Consider what is known about the school and help decide which areas need improvement. Data will be presented so the SAC will have an opportunity to review student achievement and school performance.
-Help determine which needs are most important and pressing.
-Help develop strategies—the "how-to" for improving the areas most important to the school—and review data to measure the results.
-At the end of this process, have worked to help create the SIP, which addresses issues relative to budget, training, instructional materials, technology, staffing, student support services, school safety, discipline strategies, student health and fitness, indoor environmental air quality, and matters of resource allocation.

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

Funds, if any, will be used to support the school-wide implementation of, "The Leader in Me" school-based initiative.

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:

Aida C. Saldivar		
Principal	Years as Administrator: 13	Years at Current School: 4

Credentials	Bachelors Degree: Elementary Education Masters Degree: Educational Leadership Certifications: -Early Childhood Education (Nursery-Kindergarten) -Elementary Education (Grades 1-6) -School Principal (All Levels)
Performance Record	2012-2013: School Grade: C (486 points) % Meeting High Standards in Reading: 60% % Meeting High Standards in Math: 56% % Meeting High Standards in Writing: 48% (3.5 and above) % Meeting High Standards in Science: 63% % Making Reading Gains: 67% % Making Math Gains: 64% % of Lowest 25% Making Learning Gains in Reading: 69% % of Lowest 25% Making Learning Gains in Math: 59% 2011-2012: (New Cut Scores Implemented by State) School Grade: C (488 points) % Meeting High Standards in Reading: 55% % Meeting High Standards in Math: 49% % Meeting High Standards in Writing: 85% (3.0 and above) % Meeting High Standards in Science: 46% % Making Reading Gains: 69% % Making Math Gains: 63% % of Lowest 25% Making Learning Gains in Reading: 74% % of Lowest 25% Making Learning Gains in Math: 47% 2010-2011: School Grade: B (514 points) % Meeting High Standards in Reading: 79% % Meeting High Standards in Math: 81% % Meeting High Standards in Writing: 76% % Meeting High Standards in Science: 54% % Making Reading Gains: 61% % Making Math Gains: 68% % of Lowest 25% Making Learning Gains in Reading: 40% % of Lowest 25% Making Learning Gains in Math: 55%

Tamara Forkey		
Asst Principal	Years as Administrator: 6	Years at Current School: 17

Credentials	Bachelors Degree: Elementary Education Masters Degree: Educational Leadership Certifications: -Elementary Education (Grades 1-6) -Educational Leadership (Grades 1-3) -Leadership (All Levels) -School Principal (All Levels)
Performance Record	2012-2013: School Grade: C (486 points) % Meeting High Standards in Reading: 60% % Meeting High Standards in Math: 56% % Meeting High Standards in Writing: 48% (3.5 and above) % Meeting High Standards in Science: 63% % Making Reading Gains: 67% % Making Math Gains: 64% % of Lowest 25% Making Learning Gains in Reading: 69% % of Lowest 25% Making Learning Gains in Math: 59% 2011-2012: (New Cut Scores Implemented by State) School Grade: C (488 points) % Meeting High Standards in Reading: 55% % Meeting High Standards in Math: 49% % Meeting High Standards in Writing: 85% (3.0 and above) % Meeting High Standards in Science: 46% % Making Reading Gains: 69% % Making Math Gains: 63% % of Lowest 25% Making Learning Gains in Reading: 74% % of Lowest 25% Making Learning Gains in Math: 47% 2010-2011: School Grade: B (514 points) % Meeting High Standards in Reading: 79% % Meeting High Standards in Math: 81% % Meeting High Standards in Writing: 76% % Meeting High Standards in Science: 54% % Making Reading Gains: 61% % Making Math Gains: 68% % of Lowest 25% Making Learning Gains in Reading: 40% % of Lowest 25% Making Learning Gains in Math: 55%

Instructional Coaches

# of instructional coaches

7

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Michelle Trimner		
Full-time / School-based	Years as Coach: 8	Years at Current School: 24

Areas	Science
Credentials	Bachelor's Degree: Elementary Education Master's Degree: Educational Leadership Certifications: -Elementary Education (Grades 1-6) -Leadership -ESOL
Performance Record	2012-2013: School Grade: C (486 points) % Meeting High Standards in Reading: 60% % Meeting High Standards in Math: 56% % Meeting High Standards in Writing: 48% (3.5 and above) % Meeting High Standards in Science: 63% % Making Reading Gains: 67% % Making Math Gains: 64% % of Lowest 25% Making Learning Gains in Reading: 69% % of Lowest 25% Making Learning Gains in Math: 59% 2011-2012: (New Cut Scores Implemented by State) School Grade: C (488 points) % Meeting High Standards in Reading: 55% % Meeting High Standards in Math: 49% % Meeting High Standards in Writing: 85% (3.0 and above) % Meeting High Standards in Science: 46% % Making Reading Gains: 69% % Making Math Gains: 63% % of Lowest 25% Making Learning Gains in Reading: 74% % of Lowest 25% Making Learning Gains in Math: 47% 2010-2011: School Grade: B (514 points) % Meeting High Standards in Reading: 79% % Meeting High Standards in Math: 81% % Meeting High Standards in Writing: 76% % Meeting High Standards in Science: 54% % Making Reading Gains: 61% % Making Math Gains: 68% % of Lowest 25% Making Learning Gains in Reading: 40% % of Lowest 25% Making Learning Gains in Math: 55%

Kandace McGinn		
Part-time / School-based	Years as Coach: 7	Years at Current School: 23

Areas	RtI/MTSS
Credentials	Bachelor's Degree: Elementary Education Master's Degree: School Counseling Certifications: Elementary Education (1-5) School Counseling (K-12) ESOL
Performance Record	2012-2013: School Grade: C (486 points) % Meeting High Standards in Reading: 60% % Meeting High Standards in Math: 56% % Meeting High Standards in Writing: 48% (3.5 and above) % Meeting High Standards in Science: 63% % Making Reading Gains: 67% % Making Math Gains: 64% % of Lowest 25% Making Learning Gains in Reading: 69% % of Lowest 25% Making Learning Gains in Math: 59% 2011-2012: (New Cut Scores Implemented by State) School Grade: C (488 points) % Meeting High Standards in Reading: 55% % Meeting High Standards in Math: 49% % Meeting High Standards in Writing: 85% (3.0 and above) % Meeting High Standards in Science: 46% % Making Reading Gains: 69% % Making Math Gains: 63% % of Lowest 25% Making Learning Gains in Reading: 74% % of Lowest 25% Making Learning Gains in Math: 47% 2010-2011: School Grade: B (514 points) % Meeting High Standards in Reading: 79% % Meeting High Standards in Math: 81% % Meeting High Standards in Writing: 76% % Meeting High Standards in Science: 54% % Making Reading Gains: 61% % Making Math Gains: 68% % of Lowest 25% Making Learning Gains in Reading: 40% % of Lowest 25% Making Learning Gains in Math: 55%

Karen Wood		
Part-time / School-based	Years as Coach: 4	Years at Current School: 9

Areas	Data
Credentials	Bachelor's Degree: Elementary Education Master's Degree: Educational Leadership Education Specialist Degree: Brain Research - Instructional Leadership Certifications: Elementary Education (1-6) Educational Leadership ESOL
Performance Record	2012-2013: School Grade: C (486 points) % Meeting High Standards in Reading: 60% % Meeting High Standards in Math: 56% % Meeting High Standards in Writing: 48% (3.5 and above) % Meeting High Standards in Science: 63% % Making Reading Gains: 67% % Making Math Gains: 64% % of Lowest 25% Making Learning Gains in Reading: 69% % of Lowest 25% Making Learning Gains in Math: 59% 2011-2012: (New Cut Scores Implemented by State) School Grade: C (488 points) % Meeting High Standards in Reading: 55% % Meeting High Standards in Math: 49% % Meeting High Standards in Writing: 85% (3.0 and above) % Meeting High Standards in Science: 46% % Making Reading Gains: 69% % Making Math Gains: 63% % of Lowest 25% Making Learning Gains in Reading: 74% % of Lowest 25% Making Learning Gains in Math: 47% 2010-2011: School Grade: B (514 points) % Meeting High Standards in Reading: 79% % Meeting High Standards in Math: 81% % Meeting High Standards in Writing: 76% % Meeting High Standards in Science: 54% % Making Reading Gains: 61% % Making Math Gains: 68% % of Lowest 25% Making Learning Gains in Reading: 40% % of Lowest 25% Making Learning Gains in Math: 55%

Holly Morris		
Part-time / School-based	Years as Coach: 11	Years at Current School: 12

Areas	Reading/Literacy
Credentials	Bachelor's Degree: English Master's Degree: English Education Certifications: Elementary Education (K-5) Secondary English ESOL
Performance Record	2012-2013: School Grade: C (486 points) % Meeting High Standards in Reading: 60% % Meeting High Standards in Math: 56% % Meeting High Standards in Writing: 48% (3.5 and above) % Meeting High Standards in Science: 63% % Making Reading Gains: 67% % Making Math Gains: 64% % of Lowest 25% Making Learning Gains in Reading: 69% % of Lowest 25% Making Learning Gains in Math: 59% 2011-2012: (New Cut Scores Implemented by State) School Grade: C (488 points) % Meeting High Standards in Reading: 55% % Meeting High Standards in Math: 49% % Meeting High Standards in Writing: 85% (3.0 and above) % Meeting High Standards in Science: 46% % Making Reading Gains: 69% % Making Math Gains: 63% % of Lowest 25% Making Learning Gains in Reading: 74% % of Lowest 25% Making Learning Gains in Math: 47% 2010-2011: School Grade: B (514 points) % Meeting High Standards in Reading: 79% % Meeting High Standards in Math: 81% % Meeting High Standards in Writing: 76% % Meeting High Standards in Science: 54% % Making Reading Gains: 61% % Making Math Gains: 68% % of Lowest 25% Making Learning Gains in Reading: 40% % of Lowest 25% Making Learning Gains in Math: 55%

Emma Pineda		
Full-time / School-based	Years as Coach: 0	Years at Current School: 18

Areas	Reading/Literacy
Credentials	Bachelor's Degree: Early Childhood Certifications: Early Childhood (K-3) ESOL
Performance Record	2012-2013: School Grade: C (486 points) % Meeting High Standards in Reading: 60% % Meeting High Standards in Math: 56% % Meeting High Standards in Writing: 48% (3.5 and above) % Meeting High Standards in Science: 63% % Making Reading Gains: 67% % Making Math Gains: 64% % of Lowest 25% Making Learning Gains in Reading: 69% % of Lowest 25% Making Learning Gains in Math: 59%

Kathryn Reid		
Full-time / School-based	Years as Coach: 1	Years at Current School: 2

Areas	Reading/Literacy
Credentials	Bachelor's Degree: Elementary Education Master's Degree: Reading Education Certifications: -Elementary Education (K-6) -Gifted Certification -Reading Certification (K-12) -ESOL
Performance Record	2012-2013: School Grade: C (486 points) % Meeting High Standards in Reading: 60% % Meeting High Standards in Math: 56% % Meeting High Standards in Writing: 48% (3.5 and above) % Meeting High Standards in Science: 63% % Making Reading Gains: 67% % Making Math Gains: 64% % of Lowest 25% Making Learning Gains in Reading: 69% % of Lowest 25% Making Learning Gains in Math: 59%

Abby Baker		
Full-time / District-based	Years as Coach: 0	Years at Current School: 1

Areas	Mathematics
Credentials	Bachelor's Degree: Physical Education Certifications: Physical Education (K-6) Elementary Education (K-6)
Performance Record	2012-2013: School Grade: C (486 points) % Meeting High Standards in Reading: 60% % Meeting High Standards in Math: 56% % Meeting High Standards in Writing: 48% (3.5 and above) % Meeting High Standards in Science: 63% % Making Reading Gains: 67% % Making Math Gains: 64% % of Lowest 25% Making Learning Gains in Reading: 69% % of Lowest 25% Making Learning Gains in Math: 59%

Classroom Teachers

# of classroom teachers
67

 # receiving effective rating or higher
59, 88%

 # Highly Qualified Teachers
100%

 # certified in-field
67, 100%

 # ESOL endorsed
38, 57%

 # reading endorsed
4, 6%

 # with advanced degrees
12, 18%

 # National Board Certified
1, 1%

 # first-year teachers
5, 7%

 # with 1-5 years of experience
28, 42%

with 6-14 years of experience
21, 31%

with 15 or more years of experience
13, 19%

Education Paraprofessionals

of paraprofessionals
17

Highly Qualified
17, 100%

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

Assistant Principal: Will have monthly meetings with new teachers (APPLES); Partner new teachers with veteran staff, and allow teachers to observe peers by providing substitute teachers.
Principal and Leadership Team: Attend job fair in May to recruit new teachers; Provide professional development aligned with school and district goals, Implement Professional Learning Communities.
District/Principal/Assistant Principal: Understand the professional development element of the new teacher final evaluation, Domain 4. This should include participation in trainings, coursework, and certification.

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

-Match new teachers with mentor teacher
-Observations
-Collaborative Planning
-Monthly APPLES meetings
-Weekly grade level meetings
-Bi-monthly meetings with administration
-Professional Learning Communities
-Professional Development

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

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 (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 and monitor students who are struggling.
-Implement interventions designed by MTSS Team for students receiving supplemental and intensive support.
-Deliver instructional interventions with fidelity.
*Reading/Math Coach:
-Attend MTSS Team meetings.
-Train teachers in interventions, progress monitoring, differentiated instruction.
-Implement supplemental and intensive interventions.
-Keep progress monitoring notes and anecdotals of interventions implemented.
-Administer screenings.
-Collect student data
Curriculum Specialist:
-Attend MTSS Team meetings.
-Train teachers in interventions, progress monitoring, differentiated instruction.
-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 and 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 the MTSS implementation when possible.
-Attend MTSS Team meetings to be active in the MTSS change process.
-Conduct classroom Walk-Throughs to monitor fidelity.
*School Counselor:
-MTSS Team facilitator.
-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 and on all students receiving intensive supports.
-Monitor data collection process for fidelity.
-Review and interpret progress monitoring data.
-Collaborate with MTSS Team on effective instruction and specific interventions.
-Incorporate MTSS data when guiding a possible ESE referral and 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 support.

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

San Carlos Park Elementary 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 support. These personnel are comprised of teachers with knowledge in effective instructional practices, data analysis, curriculum resources, behavior management techniques, research based practices, and problem-solving processes to support the academic and behavioral needs of students within a multi-tiered student support system.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 1,500

Professional Development for teachers on the implementation process of Professional Learning Communities (PLCs) leading to teachers working collaboratively to improve instruction and planning.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

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

Teacher attendance at trainings and collaborative grade level meetings will be collected to determine that teachers have at least 95% attendance. Grade level PLC team minutes will be reviewed by the Leadership Team to determine effective planning. Student assessments will be monitored for specific areas of growth as determined by the grade level PLC team.

Who is responsible for monitoring implementation of this strategy?

Administration, Leadership Team, Teachers

Strategy: Before or After School Program

Minutes added to school year: 1,800

After school tutoring program from January to April 2014.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Records will be kept of students offered tutoring and those that attend. Attendance records will be kept to ensure that students attend at least 95% of tutoring. A pre and post test will be given to measure growth.

Who is responsible for monitoring implementation of this strategy?

Administration, Leadership Team, Reading, Science, Writing and Math Coaches

Strategy: Before or After School Program
Minutes added to school year: 5,400

Enrichment activities include opportunities for students to participate in chorus, dance, technology and drama as part of an arts school.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

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

Who is responsible for monitoring implementation of this strategy?

Music, Dance, Technology and Drama Teachers

Literacy Leadership Team (LLT)

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

Name	Title
Katy Reid	Reading Coach Grades 3-5: Co-Chair
Emma Pineda	Reading Coach Grades K-2; Co-chair
Patty Pietkiewicz	Kindergarten Representative
Ashley Weicht	1st Grade Representative
Brittney Russo	2nd Grade Representative
Madeline Montosa	3rd Grade Representative
Mary Morrissette	4th Grade Representative
Yvonne Caldwell	5th Grade Representative
Alyssa Hammel	5th Grade Representative
Jeannette Schetrompf	ESE Representative
Brooke Thomas	Special Areas Representative

How the school-based LLT functions

Reading Coach for grades K-2 and the Reading Coach for grades 3-5, serve as the co-chairs of this committee. The membership is made up from a member of each grade level including ESE (Exceptional Student Education.) This committee meets monthly to discuss literacy at the school level and the district initiatives in reading.

Major initiatives of the LLT

-Provide support for teachers for the implementation of the new District Academic Plan and the new reading series, Reading Street.

-Provide support for Resource, Intensive Academics and Autism teachers using the intervention piece of the new reading series, My Sidewalks.

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 in May for incoming kindergarten students and their families to familiarize them with the school and expectations for the coming year.

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	63%	60%	Yes	66%
American Indian				
Asian				
Black/African American	53%	42%	No	58%
Hispanic	60%	56%	No	64%
White	65%	66%	Yes	69%
English language learners	45%	40%	No	51%
Students with disabilities	41%	28%	No	47%
Economically disadvantaged	58%	54%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	106	25%	28%
Students scoring at or above Achievement Level 4	135	32%	35%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		30%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		43%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	602	67%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	152	69%	72%

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)	80	44%	47%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	51	28%	31%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	57	31%	34%

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	63	48%	51%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		53%

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	63%	56%	Yes	66%
American Indian				
Asian				
Black/African American	44%	41%	Yes	50%
Hispanic	62%	51%	Yes	66%
White	67%	62%	Yes	70%
English language learners	44%	43%	Yes	50%
Students with disabilities	43%	24%	No	49%
Economically disadvantaged	58%	50%	Yes	62%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	113	27%	30%
Students scoring at or above Achievement Level 4	109	26%	29%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		36%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		23%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	268	64%	67%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	247	59%	62%

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	33	23%	26%
Students scoring at or above Achievement Level 4	53	37%	40%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		43%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		43%

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	10		11
Participation in STEM-related experiences provided for students	885	99%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	117	13%	12%
Students retained, pursuant to s. 1008.25, F.S.	32	3%	2%
Students who are not proficient in reading by third grade	59	40%	37%
Students who receive two or more behavior referrals	50	5%	4%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	62	7%	2%

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

See Title I Parent Involvement Plan

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

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

Goals Detail

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

Targets Supported
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

- Science

- Science - Elementary School

- STEM

- STEM - All Levels

- Parental Involvement

- EWS

- EWS - Elementary School

Resources Available to Support the Goal
- District Resources for materials and professional development.

- Implementation of Professional Learning Communities.

- Instructional Coaches in Reading, Math, Science, Writing, Data and MTSS.

- District New Teacher/Mentoring Program (APPLES).

- Implementation of "The Leader in Me." 7 habits of highly effective student leaders.

- Volunteers.

- Title I school for the 2013-2014 School Year.

- Parent Involvement Plan.

- Continue Immediate Intensive Instruction (30 minutes daily).

- Implementation of "The Leader in Me" program school-wide.

- McGraw Hill Social Studies grades K-5 and National Geographic Science for grades K-5/P-Sell for grade 5.

- Purchase new Reading and Math materials.

- Three (3) Resource Teachers.

- Add an additional ESOL Paraprofessional.

- Add Parent Involvement Paraprofessional.

- Add additional Reading Coach.

Targeted Barriers to Achieving the Goal
- New Reading curriculum: Moving from structured district Reading Academic Plan to flexible district Reading Academic Plan giving a range of days to cover concepts. No formal training on reading series format and structure. Changing from the instructional processes of the NGSSS

(Next Generation Sunshine State Standards) to the instructional processes of the CCSS (Common Core State Standards.) Using the Reading curriculum as a resource.

- New Math curriculum: Moving from structured district Math Academic Plan to flexible district Math Academic Plan.

- Rigor in instruction.

- Just beginning the implementation of Professional Learning Communities.

Plan to Monitor Progress Toward the Goal

Print down item analysis from Performance Matters in reading, math and science to drive instruction. Print down intervention strategies from STAR Reading and STAR Early Literacy. Use FCAT reports from 2012-2013 to determine areas of weakness in instruction.

Person or Persons Responsible

Administration, Leadership Team, Instructional Staff Feedback, Parent Feedback.

Target Dates or Schedule:

District Required Reading Assessments: Baseline, MidYear, End of Year, Concept Assessments. District Required Math Assessements: Baseline, MidYear, End of Year, Concept Assessments. STAR Reading for grades 1-5, five times throughout year. STAR Early Literacy for grades K-2, three times throughout year. FCAT Reading, Math, Science, Writing in Spring 2014. FAA (Florida Alternative Assessment) in Spring 2014. CELLA (Comprehensive English Language Learning Assessment) in Spring 2014. Monthly writing prompts school-wide. Monthly fluency prompts school-wide.

Evidence of Completion:

Data reports from Performance Matters, District Assessments, School-based Assessments, STAR Reading, STAR Early Literacy, FAA, CELLA, FCAT.

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

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

G1.B1 New Reading curriculum: Moving from structured district Reading Academic Plan to flexible district Reading Academic Plan giving a range of days to cover concepts. No formal training on reading series format and structure. Changing from the instructional processes of the NGSSS (Next Generation Sunshine State Standards) to the instructional processes of the CCSS (Common Core State Standards.) Using the Reading curriculum as a resource.

G1.B1.S1 District training focused on using the new Reading materials as a resource along with Social Studies and Science to align with the CCSS (Common Core State Standards.)

Action Step 1

Training on new format to teach Reading, incorporating Science and Social Studies and extending Reading Block from 90 to 120 minutes. Purchase district adopted reading materials.

Person or Persons Responsible

Teachers

Target Dates or Schedule

August 5, 2013

Evidence of Completion

Individual Teacher Inservice Records;

Facilitator:

District Trainers

Participants:

Teachers

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

Monitor fidelity of using Reading materials as a resource.

Person or Persons Responsible

Administration, Reading Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Observations, Lesson Plans, Classroom Walk-throughs, Grade Level Team minutes, Meetings with Administration

Plan to Monitor Effectiveness of G1.B1.S1

Monitor the effectiveness of using the new Reading materials as a resource.

Person or Persons Responsible

Administration, Leadership Team, Reading Coaches, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Observations, Lesson Plans, Classroom Walk-throughs, Assessments, Feedback from Teachers

G1.B1.S2 District changed the district Reading Academic Plans from structured to flexible - giving teachers a range of days to teach specific concepts in response to survey by teachers.

Action Step 1

District training on new academic plan format.

Person or Persons Responsible

Teachers

Target Dates or Schedule

August 5, 2013

Evidence of Completion

Individual Teacher Inservice Records;

Facilitator:

District Trainers

Participants:

Teachers

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

Monitor Fidelity of new Reading Academic Plan format.

Person or Persons Responsible

Administration, Leadership Team, Reading Coaches, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Observation, Lesson Plans, Classroom Walk-throughs

Plan to Monitor Effectiveness of G1.B1.S2

Monitor effectiveness of the new flexible Reading Academic Plan.

Person or Persons Responsible

Administration, Leadership Team, Reading Coaches, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Observations, Classroom Walk-throughs, Assessments, Teacher Feedback

G1.B1.S3 District offered several trainings outside of school hours for teachers to receive training on the format and structure of the new Reading series.

Action Step 1

Training on new Reading series, Reading Street and/or the intervention piece, My Sidewalks.

Person or Persons Responsible

Teachers who want to learn about structure and format of new reading series.

Target Dates or Schedule

Various times

Evidence of Completion

Individual Teacher Inservice Records;

Facilitator:

District

Participants:

Teachers who want to learn about structure and format of new reading series.

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

Monitor fidelity of district training on the format and structure of the new Reading series.

Person or Persons Responsible

District Staff Development

Target Dates or Schedule

Trainings offered in July, August, September 2013

Evidence of Completion

Training Materials, Teacher Individual Inservice Record

Plan to Monitor Effectiveness of G1.B1.S3

Monitor the effectiveness of the district training on the format and structure of the new Reading series.

Person or Persons Responsible

Administration, Leadership Team, Reading Coaches, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Observation, Classroom Walk-throughs, Leadership Team Minutes, Assessments, Teacher Feedback

G1.B1.S4 Reading Coach for grades K-2 and Reading Coach for grades 3-5 available to help plan, model and provide resources and support to classroom teachers.

Action Step 1

Hire additional Reading Coach with Title I funds.

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2013

Evidence of Completion

Personnel Records

Plan to Monitor Fidelity of Implementation of G1.B1.S4

Monitor fidelity of Reading Coach qualifications.

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2013

Evidence of Completion

Personnel Records

Plan to Monitor Effectiveness of G1.B1.S4

Monitor effectiveness of new Reading Coach.

Person or Persons Responsible

Administration, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Observation, Assessments, Teacher Feedback

G1.B1.S5 First year ESOL students will use Rosetta Stone and Imagine Learning at least 30-60 minutes daily. Second year ESOL students will use either Rosetta Stone or Imagine Learning at least 15-30 minutes daily.

Action Step 1

Hire Parent Involvement Paraprofessional to support and involve parents in school activities and in helping support their child for greater student achievement.

Person or Persons Responsible

Administration

Target Dates or Schedule

September 2013

Evidence of Completion

Personnel Records

Action Step 2

Hire additional ESOL Paraprofessional.

Person or Persons Responsible

Administration

Target Dates or Schedule

September 2013

Evidence of Completion

Personnel Records

Action Step 3

Set up Rosetta Stone and Imagine Learning for ESOL students.

Person or Persons Responsible

ESOL Contact, Tech Specialist

Target Dates or Schedule

August 2013

Evidence of Completion

Reports from Rosetta Stone and/or Imagine Learning

Plan to Monitor Fidelity of Implementation of G1.B1.S5

Monitor fidelity of ESOL students using the program to learn the English language.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Observation, Computer Reports

Plan to Monitor Effectiveness of G1.B1.S5

Monitor effectiveness of the computer programs for ESOL students.

Person or Persons Responsible

Leadership Team, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Observation, Computer Reports, Assessments, Leadership Team Minutes, Teacher Feedback

G1.B1.S6 30-minute school-wide Immediate Intensive Instruction required daily for students who are below proficiency in reading.

Action Step 1

Provide Intensive Immediate Instruction to all students who are below proficiency in Reading. This additional 30-minutes will create another layer of intervention for Students with Disabilities in addition to the interventions received throughout the school day. Use Read Well materials in grades K and 1. Use STARS and CARS materials in grades 2-5.

Person or Persons Responsible

Administration, Leadership Team, Teachers, Paraprofessionals

Target Dates or Schedule

30-minutes daily

Evidence of Completion

Lessons plans, Observations, Classroom Walk-throughs

Plan to Monitor Fidelity of Implementation of G1.B1.S6

Monitor fidelity of meeting with students who require Immediate Intensive Instruction daily.

Person or Persons Responsible

Administration, Leadership Team, Reading Coaches, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Observation, Lesson Plans, Classroom Walk-throughs, Leadership Team Minutes, Teacher Feedback

Plan to Monitor Effectiveness of G1.B1.S6

Monitor effectiveness of 30-minute school-wide Immediate Intensive Instruction required daily for students who are below proficiency in Reading.

Person or Persons Responsible

Administration, Leadership Team, Reading Coaches, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Observation, Lesson Plans, Classroom Walk-throughs, Assessments

G1.B1.S7 Computer Programs: -Compass Learning can be individualized to student needs in Reading, Math and Science -FCAT Explorer gives students in grades 3-5 practice for the FCAT assessments in Reading, Math and/or Science -FASTT Math gives students practice on basic math facts -Read Naturally gives students practice on fluency and incorporates comprehension questions

Action Step 1

Monitor data reports; Use information to provide intervention or drive instruction

Person or Persons Responsible

Administration, Leadership Team, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Observation; Computer Reports

Plan to Monitor Fidelity of Implementation of G1.B1.S7

Monitor fidelity of computer programs to provide practice and/or interventions.

Person or Persons Responsible

Administration, Leadership Team, Reading, Math, Science Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Observations, Classroom Walk-throughs, Computer Reports, Lesson Plans, Teacher Feedback

Plan to Monitor Effectiveness of G1.B1.S7

Monitor for effectiveness of computer programs in providing practice and/or interventions.

Person or Persons Responsible

Leadership Team, Reading, Math and Science Coaches, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Observation, Computer Reports, Leadership Team Minutes, Teacher Feedback

G1.B1.S8 Implementation of PLCs (Professional Learning Communities).

Action Step 1

Leadership Team attended PLC (Professional Learning Community) training in July 2013. Leadership Team designed training for teachers to implement the PLCs through the first semester.

Person or Persons Responsible

Administration, Leadership Team, Teachers

Target Dates or Schedule

July 2013, Ongoing throughout school-year

Evidence of Completion

Individual Teacher Inservice Records;

Facilitator:

Richard and Rebecca DuFour for the training in July 2013. Leadership Team members for teacher training during the first semester.

Participants:

Administration, Leadership Team, Teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S8

Monitor fidelity of implementation of Professional Learning Communities (PLCs).

Person or Persons Responsible

Administration, Leadership Team, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Observation, Leadership Team Minutes, Teacher Feedback

Plan to Monitor Effectiveness of G1.B1.S8

Monitor effectiveness of PLCs.

Person or Persons Responsible

Administration, Leadership Team, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Observation, Training Materials, Leadership Team Minutes, Grade Level PLC Minutes, Teacher Feedback

G1.B1.S9 Implementation of "The Leader in Me," 7 Habits of student leadership.

Action Step 1

Lighthouse Team meets to determine ways to embed the 7 Habits of student leadership, "The Leader in Me" throughout school. "The Leader in Me" training shows how teachers can embed the 7 Habits of student leadership into the classroom. This program helps students assume leadership roles through the 7 Habits leading to greater self-esteem, behavior and higher achievement on assessments.

Person or Persons Responsible

Administration, Lighthouse Team, Teachers

Target Dates or Schedule

September 2013 for Lighthouse Team. Date to be determined (Spring 2014) for teacher training.

Evidence of Completion

Individual Teacher Inservice Records;

Facilitator:

Lonnie Moore for the Lighthouse Team Training and Teacher Training

Participants:

Administration, Lighthouse Team, Teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S9

Monitor fidelity of implementation of "The Leader in Me."

Person or Persons Responsible

Administration, Lighthouse Team, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Observation, Training Materials, Teacher Inservice Records, Assessments, Lighthouse Team Minutes, Teacher Feedback

Plan to Monitor Effectiveness of G1.B1.S9

Monitor effectiveness of the implementation of "The Leader in Me."

Person or Persons Responsible

Administration, Leadership Team, Lighthouse Team, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Observation, Training Materials, Lighthouse Team Minutes, Teacher Feedback, Assessments

G1.B2 New Math curriculum: Moving from structured district Math Academic Plan to flexible district Math Academic Plan.

G1.B2.S1 District changed the district Math Academic Plans from structured to flexible - giving teachers a range of days to teach specific concepts.

Action Step 1

District training on new Math Academic Plan format.

Person or Persons Responsible

Teachers

Target Dates or Schedule

August 6, 2013

Evidence of Completion

Individual Teacher Inservice Records;

Facilitator:

District Trainer

Participants:

Teachers

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

Monitor alignment to new Math Academic Plans

Person or Persons Responsible

Administration, Leadership Team, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

-Observation -Lesson Plans -District Assessments -Classroom Walk-Throughs

Plan to Monitor Effectiveness of G1.B2.S1

Monitor effectiveness of the new Math Academic Plans

Person or Persons Responsible

Administration, Leadership Team, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

-School, District and State Assessments

G1.B2.S2 District offered training for teachers during preschool on the format and structure of the new Math series.

Action Step 1

Training on new Math series. Purchase district adopted math materials.

Person or Persons Responsible

Teachers

Target Dates or Schedule

August 6, 2013

Evidence of Completion

Individual teacher inservice records;

Facilitator:

District Trainer

Participants:

Teachers

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B2.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B2.S3 Full time Math Coach to help plan, model and provide resources and support to teachers.

Action Step 1

Continue full time Math Coach position.

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2013

Evidence of Completion

Personnel Records

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

Monitor fidelity of Math Coach qualifications.

Person or Persons Responsible

Administration

Target Dates or Schedule

August 2013

Evidence of Completion

Personnel Records

Plan to Monitor Effectiveness of G1.B2.S3

Monitor effectiveness of full time Math Coach.

Person or Persons Responsible

Administration, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Personnel Records, Teacher Feedback

G1.B2.S4 Embed CRA (Concrete to Representational to Abstract) in Math lessons. Start with "hands on" materials to drawing a representation to writing and solving the actual number problem.

Action Step 1

Embed the CRA (Concrete to Representational to Abstract) logic in math lessons.

Person or Persons Responsible

Math Coach, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

-Observations -Lesson Plans -Classroom Walk-throughs -Assessment Data

Plan to Monitor Fidelity of Implementation of G1.B2.S4

Monitor fidelity of CRA in math lessons

Person or Persons Responsible

Administration, Leadership Team, Math Coach, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Observation, Lesson Plans, Classroom Walk-throughs, Teacher Feedback

Plan to Monitor Effectiveness of G1.B2.S4

Monitor for effectiveness of CRA embedded in lessons.

Person or Persons Responsible

Administration, Leadership Team, Math Coach, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Observation, Assessments, Teacher Feedback

G1.B2.S5 Computer Programs: -Compass Learning can be individualized to student needs in Reading, Math and Science -FCAT Explorer gives students in grades 3-5 practice for the FCAT assessments in Reading, Math and/or Science -FASTT Math gives students practice on basic math facts.

Action Step 1

Use computer programs to provide practice and/or intervention in Reading, Math and Science. These programs provide enrichment and/or intervention for all students, with ability to use instructional level of learning intervention for Students with Disabilities.

Person or Persons Responsible

Administration, Leadership Team, Tech Specialist, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Observation, Lesson Plans, Computer Reports, Teacher Feedback

Plan to Monitor Fidelity of Implementation of G1.B2.S5

Monitor for fidelity of ability of computer programs to deliver needed practice and/or interventions.

Person or Persons Responsible

Leadership Team, Teachers, Tech Specialist

Target Dates or Schedule

Ongoing

Evidence of Completion

Observation, Computer Reports, Teacher Feedback

Plan to Monitor Effectiveness of G1.B2.S5

Monitor effectiveness of computer programs.

Person or Persons Responsible

Leadership Team, Teachers, Tech Specialist

Target Dates or Schedule

Ongoing

Evidence of Completion

Observation, Computer Reports, Assessments, Leadership Team minutes, Teacher Feedback

G1.B2.S6 Implementation of PLCs (Professional Learning Communities.)

Action Step 1

Leadership Team attended PLC (Professional Learning Community) training in July 2013. Leadership Team designed training for teachers to implement the PLCs through the first semester.

Person or Persons Responsible

Administration, Leadership Team, Teachers

Target Dates or Schedule

July, 2013; Ongoing throughout school-year

Evidence of Completion

Individual teacher inservice records;

Facilitator:

Richard and Rebecca DuFour for the training in July 2013

Participants:

Administration, Leadership Team, Teachers

Plan to Monitor Fidelity of Implementation of G1.B2.S6

Monitor fidelity of the implementation of PLCs school-wide.

Person or Persons Responsible

Administration, Leadership Team, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Observation, Leadership Team Minutes, Grade Level PLC Minutes, Teacher Feedback

Plan to Monitor Effectiveness of G1.B2.S6

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B2.S7 Lighthouse Team meets to determine ways to embed the 7 Habits of student leadership, "The Leader in Me" throughout school. "The Leader in Me" training shows how teachers can embed the 7 Habits of student leadership into the classroom. This program helps students assume leadership roles through the 7 Habits leading to greater self-esteem, behavior and higher achievement on assessments.

Action Step 1

Lighthouse Team meets to determine ways to embed the 7 Habits of student leadership (The Leader in Me) throughout school. "The Leader in Me" training for teachers so they can embed the 7 Habits of student leadership into the classroom. This program helps students assume leadership roles through the 7 Habits leading to greater self-esteem, behavior and higher achievement on assessments.

Person or Persons Responsible

Administration, Lighthouse Team, Teachers

Target Dates or Schedule

September, 2013 for Lighthouse Team; Date to be determined for teacher training

Evidence of Completion

Individual teacher inservice record, Assessment scores, Observation, Samples of student work;

Facilitator:

Lonnie Moore for the Lighthouse Team and Teacher Training in Spring 2014

Participants:

Administration, Lighthouse Team, Teachers

Plan to Monitor Fidelity of Implementation of G1.B2.S7

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B2.S7

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B2.S8 District Master Trainer in 'Go Math!' to provide school-based support on rotating basis.

Action Step 1

District Master Trainer to provide support to schools on the new Go Math! curriculum.

Person or Persons Responsible

District Master Trainer

Target Dates or Schedule

At least once a quarter

Evidence of Completion

District records;

Facilitator:

District Master Trainer

Participants:

Math Coach, Teachers

Plan to Monitor Fidelity of Implementation of G1.B2.S8

Monitor fidelity of District Trainer for Go Math! curriculum.

Person or Persons Responsible

District Math Coordinator; Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

District Records, Observation

Plan to Monitor Effectiveness of G1.B2.S8

Monitor effectiveness of the District Master Trainer for the Go Math! curriculum.

Person or Persons Responsible

Administration, Math Coach, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Observation, Lesson Plans, Classroom Walk-throughs, Teacher Feedback

G1.B2.S9 Provide training in Math Journaling for teachers to incorporate Writing into Math.

Action Step 1

District Math trainer to provide training in Math Journaling to incorporate writing into math.

Person or Persons Responsible

Administration, District Math trainer, Math Coach

Target Dates or Schedule

September, 2013

Evidence of Completion

Training Materials, Individual Teacher Inservice Records;

Facilitator:

Nick Pietkiewicz, District Trainer

Participants:

Math Coach, Teachers

Plan to Monitor Fidelity of Implementation of G1.B2.S9

Monitor fidelity of Math Journaling training.

Person or Persons Responsible

District Math Coordinator, Math Coach, Teachers

Target Dates or Schedule

September 2013

Evidence of Completion

Training Materials, Individual Teacher Inservice Record, Teacher Feedback

Plan to Monitor Effectiveness of G1.B2.S9

Monitor effectiveness of Math Journaling training from District Math trainer.

Person or Persons Responsible

Administration, Math Coach, Teachers

Target Dates or Schedule

September 2013

Evidence of Completion

Training Materials, Teacher Feedback

G1.B3 Rigor in instruction.

G1.B3.S1 High Yield Instructional Strategies training required for Title I teachers

Action Step 1

-High Yield Instructional Strategies required training for Title I teachers.

Person or Persons Responsible

Administration, Teachers

Target Dates or Schedule

July, 2013

Evidence of Completion

Training materials; District records; Individual teacher inservice records;

Facilitator:

Five teachers from San Carlos Park Elementary who took the Trainer of Trainer High Yield Instructional Strategies

Participants:

Administration, Teachers

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

Monitor for fidelity of using High Yield Instructional Strategies

Person or Persons Responsible

Administration, Leadership Team, Reading, Math and Science Coaches, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Observation, Lesson Plans, Classroom Walk-throughs, Leadership Team Minutes, Grade Level Team Meetings Minutes

Plan to Monitor Effectiveness of G1.B3.S1

Monitor effectiveness of High Yield Instructional Strategies

Person or Persons Responsible

Administration, Leadership Team, Reading, Math and Science Coaches, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Observation, Classroom Walk-throughs, Assessments, Teacher Feedback

G1.B3.S2 Common understanding of the definition of rigor to include depth of understanding, depth of questioning, depth in how students apply what they've learned, and depth in the process and product related to their learning

Action Step 1

Define common definition of rigor: *Depth of understanding *Depth of questioning *Depth in how students apply what they've learned *Depth in the process and product related to their learning

Person or Persons Responsible

Administration, Teachers

Target Dates or Schedule

July 2013

Evidence of Completion

Training materials (this was part of the High Yield Instructional Strategies training)

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

Monitor for fidelity of implementation of rigor into what we expect students to learn, depth of understanding, depth of questioning, the depth of the instructional process and the product that is produced by students

Person or Persons Responsible

Administration, Leadership Team, Reading, Math, Writing and Science Coaches, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Observation, Lesson Plans, Classroom Walk-throughs

Plan to Monitor Effectiveness of G1.B3.S2

Monitor for effectiveness of the definition of rigor

Person or Persons Responsible

Administration, Leadership Team, Reading, Math, Writing and Science Coaches, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Observation, Classroom Walk-throughs, Assessments, Leadership Team Minutes, Teacher Feedback

G1.B3.S3 Use Professional Learning Communities to determine what we expect our students to learn, how we will know when they have learned it, how will we respond when they don't learn and how will we respond when they already know it

Action Step 1

Understand PLC (Professional Learning Community) process and how it applies to working collaboratively in grade level teams.

Person or Persons Responsible

Administration, Leadership Team, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Training materials; Individual teacher inservice records; Grade level team meeting minutes;

Facilitator:

Leadership Team

Participants:

Administration, Leadership Team, Teachers

Plan to Monitor Fidelity of Implementation of G1.B3.S3

Monitor for fidelity of the Professional Learning Communities (PLCs) implementation

Person or Persons Responsible

Administration, Leadership Team, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Training Materials, Individual Teacher Inservice Sign-in Sheets, Grade Level PLC Meeting Minutes

Plan to Monitor Effectiveness of G1.B3.S3

Monitor for effectiveness of Professional Learning Communities (PLCs)

Person or Persons Responsible

Administration, Leadership Team, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Observation, Assessments, Leadership Team Minutes, Grade Level PLC minutes

G1.B4 Just beginning the implementation of Professional Learning Communities.

G1.B4.S1 Leadership Team to attend conference on Professional Learning Communities (PLCs)in July, 2013

Action Step 1

Attend conference on Professional Learning Communities given by DuFour's (Solution Tree).

Person or Persons Responsible

Leadership Team (seven members)

Target Dates or Schedule

July, 2013

Evidence of Completion

Individual Teacher Inservice Records;

Facilitator:

Richard and Rebecca DuFour

Participants:

Seven members of the Leadership Team

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

Monitor fidelity of attending conference on Professional Learning Communities

Person or Persons Responsible

Administration

Target Dates or Schedule

July, 2013

Evidence of Completion

Daily Attendance, Meetings with Leadership Team to Create Training Materials to Train Staff

Plan to Monitor Effectiveness of G1.B4.S1

Monitor effectiveness of training teachers on Professional Learning Communities (PLCs) implementation based on information learned at conference and supporting district meetings

Person or Persons Responsible

Administration, Leadership Team, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Observation, Leadership Team Minutes, Grade Level PLC Minutes, Teacher Feedback

G1.B4.S2 Leadership Team designs implementation process of PLCs for teachers over a 15-week period.

Action Step 1

Design training to introduce the PLC (Professional Learning Community) process to teachers (15 week training).

Person or Persons Responsible

Leadership Team (7 members)

Target Dates or Schedule

August - September 2013

Evidence of Completion

Individual teacher inservice record; Training materials;

Facilitator:

Leadership Team (7 members)

Participants:

Administration, Leadership Team, Teachers

Plan to Monitor Fidelity of Implementation of G1.B4.S2

Monitor fidelity of the Professional Learning Communities (PLCs) implementation

Person or Persons Responsible

Administration, Leadership Team

Target Dates or Schedule

Ongoing Through First Semester

Evidence of Completion

Observation, Training Materials, Individual Teacher Inservice Record, Training Evaluations

Plan to Monitor Effectiveness of G1.B4.S2

Monitor for effectiveness of the implementation of Professional Learning Communities (PLCs)

Person or Persons Responsible

Administration, Leadership Team, Teachers

Target Dates or Schedule

Ongoing Through First Semester

Evidence of Completion

Observation, Leadership Team Minutes, Grade Level PLC Minutes, Teacher Feedback

G1.B4.S3 Instructional staff work hours are changed to accommodate one-hour of training and/or working as a Professional Learning Community in grade level teams weekly

Action Step 1

Change teacher work hours to allow for at least a one-hour block of time per week to receive training on PLCs (Professional Learning Communities)

Person or Persons Responsible

Administration

Target Dates or Schedule

July 2013

Evidence of Completion

Staff Handbook

Plan to Monitor Fidelity of Implementation of G1.B4.S3

Monitor for fidelity of changing staff work hours

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Observation, Sign-in Sheets

Plan to Monitor Effectiveness of G1.B4.S3

Monitor for effectiveness of changing work hours

Person or Persons Responsible

Administration, Leadership Team, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Observation, Leadership Team Minutes, Teacher Feedback

G1.B4.S4 Principal and Professional Development Leaders (2) attend additional training on the implementation and sustainability of Professional Learning Communities including instructional coaching

Action Step 1

Receive additional training on the PLC (Professional Learning Community) process

Person or Persons Responsible

Principal, Instructional Coaches (2)

Target Dates or Schedule

September, 2013 and October, 2013 for Principal; September 2013, October 2013, November 2013, and January 2014 for Professional Development Leaders (2).

Evidence of Completion

District records; Individual teacher inservice records;

Facilitator:

District Trainer

Participants:

Principal, Professional Development Leaders (2)

Plan to Monitor Fidelity of Implementation of G1.B4.S4

Monitor for fidelity of additional instructional strategies to help teachers in Professional Learning Communities (PLCs)

Person or Persons Responsible

Administration, Professional Development Leaders, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Observation, Individual Inservice Records, Training Materials, Teacher Feedback

Plan to Monitor Effectiveness of G1.B4.S4

Monitor for effectiveness of additional training for Principal and Professional Development Leaders

Person or Persons Responsible

Administration, Leadership Team, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Observation, Leadership Team Minutes, Grade Level PLC Minutes, Teacher Feedback

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

Title II, Part A

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

Title III

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

Title X- Homeless

Title X coordinates with Title I, Part A, to provide comparable services to homeless children who are not attending Title I schools. By providing ongoing collaboration between Title X and Title I, Part A, program staff, the same services for homeless students in Non-Title I schools are provided to homeless students in Title I schools. In addition to serving homeless students not enrolled in Title I schools, set-aside funds are

used to provide services to homeless students who are attending Title I schools. Homeless students who attend Title I school-wide or targeted assistance schools may have unique challenges that are not addressed by the regular Title I program at these schools. These challenges may create barriers to full participation in Title I programs and defeat the overarching program goal of helping all students meet challenging state standards. For

instance, students residing in shelters, motels, or other overcrowded conditions may not have a quiet place to study at the end of the day and may require extended after-school library time; tutoring and/or accessibility to tutoring as needed, school supplies, expedited evaluations, extended days/ learning opportunities, Saturday schools, summer academic camps, coordination of services with shelters or other homeless service providers, or, a student who is dealing with the stress and anxiety associated with homelessness may not be able to focus on his or her studies and may benefit from school counseling services. Through Title I, Part A, or Title I, Part A, in conjunction with Title X, McKinney-Vento funding homeless students can take part in services that enable them to benefit more from a school's Title I program.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

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

Nutrition Programs

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

Housing Programs

Head Start

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

Adult Education

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

Career and Technical Education

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

Job Training

The district provides extensive opportunity for Career and Technical Education including Industry

Certification. Each attendance zone also includes a comprehensive high school with career academies.
Other
Periodic district level meetings with managers of all programs funded under NCLB also open lines of
communication and encourage cooperation between programs.

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 goals school-wide by focusing on teaching and learning.

G1.B1 New Reading curriculum: Moving from structured district Reading Academic Plan to flexible district Reading Academic Plan giving a range of days to cover concepts. No formal training on reading series format and structure. Changing from the instructional processes of the NGSSS (Next Generation Sunshine State Standards) to the instructional processes of the CCSS (Common Core State Standards.) Using the Reading curriculum as a resource.

G1.B1.S1 District training focused on using the new Reading materials as a resource along with Social Studies and Science to align with the CCSS (Common Core State Standards.)

PD Opportunity 1

Training on new format to teach Reading, incorporating Science and Social Studies and extending Reading Block from 90 to 120 minutes. Purchase district adopted reading materials.

Facilitator

District Trainers

Participants

Teachers

Target Dates or Schedule

August 5, 2013

Evidence of Completion

Individual Teacher Inservice Records;

G1.B1.S2 District changed the district Reading Academic Plans from structured to flexible - giving teachers a range of days to teach specific concepts in response to survey by teachers.

PD Opportunity 1

District training on new academic plan format.

Facilitator

District Trainers

Participants

Teachers

Target Dates or Schedule

August 5, 2013

Evidence of Completion

Individual Teacher Inservice Records;

G1.B1.S3 District offered several trainings outside of school hours for teachers to receive training on the format and structure of the new Reading series.

PD Opportunity 1

Training on new Reading series, Reading Street and/or the intervention piece, My Sidewalks.

Facilitator

District

Participants

Teachers who want to learn about structure and format of new reading series.

Target Dates or Schedule

Various times

Evidence of Completion

Individual Teacher Inservice Records;

G1.B1.S8 Implementation of PLCs (Professional Learning Communities).

PD Opportunity 1

Leadership Team attended PLC (Professional Learning Community) training in July 2013. Leadership Team designed training for teachers to implement the PLCs through the first semester.

Facilitator

Richard and Rebecca DuFour for the training in July 2013. Leadership Team members for teacher training during the first semester.

Participants

Administration, Leadership Team, Teachers

Target Dates or Schedule

July 2013, Ongoing throughout school-year

Evidence of Completion

Individual Teacher Inservice Records;

G1.B1.S9 Implementation of "The Leader in Me," 7 Habits of student leadership.

PD Opportunity 1

Lighthouse Team meets to determine ways to embed the 7 Habits of student leadership, "The Leader in Me" throughout school. "The Leader in Me" training shows how teachers can embed the 7 Habits of student leadership into the classroom. This program helps students assume leadership roles through the 7 Habits leading to greater self-esteem, behavior and higher achievement on assessments.

Facilitator

Lonnie Moore for the Lighthouse Team Training and Teacher Training

Participants

Administration, Lighthouse Team, Teachers

Target Dates or Schedule

September 2013 for Lighthouse Team. Date to be determined (Spring 2014) for teacher training.

Evidence of Completion

Individual Teacher Inservice Records;

G1.B2 New Math curriculum: Moving from structured district Math Academic Plan to flexible district Math Academic Plan.

G1.B2.S1 District changed the district Math Academic Plans from structured to flexible - giving teachers a range of days to teach specific concepts.

PD Opportunity 1

District training on new Math Academic Plan format.

Facilitator

District Trainer

Participants

Teachers

Target Dates or Schedule

August 6, 2013

Evidence of Completion

Individual Teacher Inservice Records;

G1.B2.S2 District offered training for teachers during preschool on the format and structure of the new Math series.

PD Opportunity 1

Training on new Math series. Purchase district adopted math materials.

Facilitator

District Trainer

Participants

Teachers

Target Dates or Schedule

August 6, 2013

Evidence of Completion

Individual teacher inservice records;

G1.B2.S6 Implementation of PLCs (Professional Learning Communities.)

PD Opportunity 1

Leadership Team attended PLC (Professional Learning Community) training in July 2013. Leadership Team designed training for teachers to implement the PLCs through the first semester.

Facilitator

Richard and Rebecca DuFour for the training in July 2013

Participants

Administration, Leadership Team, Teachers

Target Dates or Schedule

July, 2013; Ongoing throughout school-year

Evidence of Completion

Individual teacher inservice records;

G1.B2.S7 Lighthouse Team meets to determine ways to embed the 7 Habits of student leadership, "The Leader in Me" throughout school. "The Leader in Me" training shows how teachers can embed the 7 Habits of student leadership into the classroom. This program helps students assume leadership roles through the 7 Habits leading to greater self-esteem, behavior and higher achievement on assessments.

PD Opportunity 1

Lighthouse Team meets to determine ways to embed the 7 Habits of student leadership (The Leader in Me) throughout school. "The Leader in Me" training for teachers so they can embed the 7 Habits of student leadership into the classroom. This program helps students assume leadership roles through the 7 Habits leading to greater self-esteem, behavior and higher achievement on assessments.

Facilitator

Lonnie Moore for the Lighthouse Team and Teacher Training in Spring 2014

Participants

Administration, Lighthouse Team, Teachers

Target Dates or Schedule

September, 2013 for Lighthouse Team; Date to be determined for teacher training

Evidence of Completion

Individual teacher inservice record, Assessment scores, Observation, Samples of student work;

G1.B2.S8 District Master Trainer in 'Go Math!' to provide school-based support on rotating basis.

PD Opportunity 1

District Master Trainer to provide support to schools on the new Go Math! curriculum.

Facilitator

District Master Trainer

Participants

Math Coach, Teachers

Target Dates or Schedule

At least once a quarter

Evidence of Completion

District records;

G1.B2.S9 Provide training in Math Journaling for teachers to incorporate Writing into Math.

PD Opportunity 1

District Math trainer to provide training in Math Journaling to incorporate writing into math.

Facilitator

Nick Pietkiewicz, District Trainer

Participants

Math Coach, Teachers

Target Dates or Schedule

September, 2013

Evidence of Completion

Training Materials, Individual Teacher Inservice Records;

G1.B3 Rigor in instruction.

G1.B3.S1 High Yield Instructional Strategies training required for Title I teachers

PD Opportunity 1

-High Yield Instructional Strategies required training for Title I teachers.

Facilitator

Five teachers from San Carlos Park Elementary who took the Trainer of Trainer High Yield Instructional Strategies

Participants

Administration, Teachers

Target Dates or Schedule

July, 2013

Evidence of Completion

Training materials; District records; Individual teacher inservice records;

G1.B3.S3 Use Professional Learning Communities to determine what we expect our students to learn, how we will know when they have learned it, how will we respond when they don't learn and how will we respond when they already know it

PD Opportunity 1

Understand PLC (Professional Learning Community) process and how it applies to working collaboratively in grade level teams.

Facilitator

Leadership Team

Participants

Administration, Leadership Team, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Training materials; Individual teacher inservice records; Grade level team meeting minutes;

G1.B4 Just beginning the implementation of Professional Learning Communities.

G1.B4.S1 Leadership Team to attend conference on Professional Learning Communities (PLCs)in July, 2013

PD Opportunity 1

Attend conference on Professional Learning Communities given by DuFour's (Solution Tree).

Facilitator

Richard and Rebecca DuFour

Participants

Seven members of the Leadership Team

Target Dates or Schedule

July, 2013

Evidence of Completion

Individual Teacher Inservice Records;

G1.B4.S2 Leadership Team designs implementation process of PLCs for teachers over a 15-week period.

PD Opportunity 1

Design training to introduce the PLC (Professional Learning Community) process to teachers (15 week training).

Facilitator

Leadership Team (7 members)

Participants

Administration, Leadership Team, Teachers

Target Dates or Schedule

August - September 2013

Evidence of Completion

Individual teacher inservice record; Training materials;

G1.B4.S4 Principal and Professional Development Leaders (2) attend additional training on the implementation and sustainability of Professional Learning Communities including instructional coaching

PD Opportunity 1

Receive additional training on the PLC (Professional Learning Community) process

Facilitator

District Trainer

Participants

Principal, Professional Development Leaders (2)

Target Dates or Schedule

September, 2013 and October, 2013 for Principal; September 2013, October 2013, November 2013, and January 2014 for Professional Development Leaders (2).

Evidence of Completion

District records; Individual teacher inservice records;

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase student achievement goals school-wide by focusing on teaching and learning.	$264,286
	Total	$264,286

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Personnel	Professional Development	Total
Title I; Textbooks	$84,068	$0	$0	$84,068
Title I	$0	$39,763	$0	$39,763
Kids Care	$10,282	$0	$11,880	$22,162
Title II and Kids Care	$8,440	$0	$0	$8,440
Textbooks	$44,305	$0	$0	$44,305
See similar items above	$0	$0	$0	$0
District Funds	$0	$0	$0	$0
Basic	$2,000	$0	$0	$2,000
Title II and Kids Care; Title I	$42,850	$0	$0	$42,850
Basic Funds	$20,698	$0	$0	$20,698
Total	$212,643	$39,763	$11,880	$264,286

Budget Details

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

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

G1.B1 New Reading curriculum: Moving from structured district Reading Academic Plan to flexible district Reading Academic Plan giving a range of days to cover concepts. No formal training on reading series format and structure. Changing from the instructional processes of the NGSSS (Next Generation Sunshine State Standards) to the instructional processes of the CCSS (Common Core State Standards.) Using the Reading curriculum as a resource.

G1.B1.S1 District training focused on using the new Reading materials as a resource along with Social Studies and Science to align with the CCSS (Common Core State Standards.)

Action Step 1

Training on new format to teach Reading, incorporating Science and Social Studies and extending Reading Block from 90 to 120 minutes. Purchase district adopted reading materials.

Resource Type

Evidence-Based Program

Resource

Reading Coach; Purchase district adopted reading materials

Funding Source

Title I; Textbooks

Amount Needed

$84,068

G1.B1.S4 Reading Coach for grades K-2 and Reading Coach for grades 3-5 available to help plan, model and provide resources and support to classroom teachers.

Action Step 1

Hire additional Reading Coach with Title I funds.

Resource Type

Personnel

Resource

Rosetta Stone software was purchased by school previously. Imagine Learning is a district resource.

Funding Source

Title I

Amount Needed

$39,763

G1.B1.S5 First year ESOL students will use Rosetta Stone and Imagine Learning at least 30-60 minutes daily. Second year ESOL students will use either Rosetta Stone or Imagine Learning at least 15-30 minutes daily.

Action Step 1

Hire Parent Involvement Paraprofessional to support and involve parents in school activities and in helping support their child for greater student achievement.

Resource Type

Evidence-Based Program

Resource

Leader in Me Trainings for Lighthouse Team and Teacher Training; Parent Involvement

Funding Source

Title II and Kids Care; Title I

Amount Needed

$42,850

Action Step 2

Hire additional ESOL Paraprofessional.

Resource Type

Evidence-Based Program

Resource

District; DRA's

Funding Source

Basic Funds

Amount Needed

$20,698

Action Step 3

Set up Rosetta Stone and Imagine Learning for ESOL students.

Resource Type

Evidence-Based Program

Resource

Supplemental Reading Resources

Funding Source

District Funds

Amount Needed

$0

G1.B1.S6 30-minute school-wide Immediate Intensive Instruction required daily for students who are below proficiency in reading.

Action Step 1

Provide Intensive Immediate Instruction to all students who are below proficiency in Reading. This additional 30-minutes will create another layer of intervention for Students with Disabilities in addition to the interventions received throughout the school day. Use Read Well materials in grades K and 1. Use STARS and CARS materials in grades 2-5.

Resource Type

Evidence-Based Program

Resource

Funding Source

Kids Care

Amount Needed

$10,282

G1.B1.S8 Implementation of PLCs (Professional Learning Communities).

Action Step 1

Leadership Team attended PLC (Professional Learning Community) training in July 2013. Leadership Team designed training for teachers to implement the PLCs through the first semester.

Resource Type

Evidence-Based Program

Resource

Leader in Me Training

Funding Source

Title II and Kids Care

Amount Needed

$8,440

G1.B1.S9 Implementation of "The Leader in Me," 7 Habits of student leadership.

Action Step 1

Lighthouse Team meets to determine ways to embed the 7 Habits of student leadership, "The Leader in Me" throughout school. "The Leader in Me" training shows how teachers can embed the 7 Habits of student leadership into the classroom. This program helps students assume leadership roles through the 7 Habits leading to greater self-esteem, behavior and higher achievement on assessments.

Resource Type

Professional Development

Resource

District

Funding Source

Kids Care

Amount Needed

$11,880

G1.B2 New Math curriculum: Moving from structured district Math Academic Plan to flexible district Math Academic Plan.

G1.B2.S2 District offered training for teachers during preschool on the format and structure of the new Math series.

Action Step 1

Training on new Math series. Purchase district adopted math materials.

Resource Type

Evidence-Based Program

Resource

Purchase district adopted Math materials.

Funding Source

Textbooks

Amount Needed

$44,305

G1.B2.S7 Lighthouse Team meets to determine ways to embed the 7 Habits of student leadership, "The Leader in Me" throughout school. "The Leader in Me" training shows how teachers can embed the 7 Habits of student leadership into the classroom. This program helps students assume leadership roles through the 7 Habits leading to greater self-esteem, behavior and higher achievement on assessments.

Action Step 1

Lighthouse Team meets to determine ways to embed the 7 Habits of student leadership (The Leader in Me) throughout school. "The Leader in Me" training for teachers so they can embed the 7 Habits of student leadership into the classroom. This program helps students assume leadership roles through the 7 Habits leading to greater self-esteem, behavior and higher achievement on assessments.

Resource Type

Professional Development

Resource

See similar items above

Funding Source

See similar items above

Amount Needed

$0

G1.B4 Just beginning the implementation of Professional Learning Communities.

G1.B4.S1 Leadership Team to attend conference on Professional Learning Communities (PLCs)in July, 2013

Action Step 1

Attend conference on Professional Learning Communities given by DuFour's (Solution Tree).

Resource Type

Evidence-Based Program

Resource

District Funding

Funding Source

District Funds

Amount Needed

$0

G1.B4.S2 Leadership Team designs implementation process of PLCs for teachers over a 15-week period.

Action Step 1

Design training to introduce the PLC (Professional Learning Community) process to teachers (15 week training).

Resource Type

Evidence-Based Program

Resource

Materials for training

Funding Source

Basic

Amount Needed

$2,000