2013-2014 SCHOOL IMPROVEMENT PLAN

The Sanibel School

3840 SANIBEL CAPTIVA RD
Sanibel, FL 33957
239-472-1617
http://sbl.leeschools.net/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Combination School	No	16%

Alternative/ESE Center	Charter School	Minority Rate
No	No	14%

School Grades History

2013-14	2012-13	2011-12	2010-11
A	A	A	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.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School
The Sanibel School

Principal
Barbara Von Harten

School Advisory Council chair
Jennifer McSorley

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

Name	Title
Nancy McDole	Assistant Principal
Wendy Wassman	Reading 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

Barbara Von Harten- School Principal
Jennifer McSorley- Community/ SAC Chair and past PTA President
Art Cassell- Community, Retired IBM Executive
Keith Williams-Community
Mark Tesoro-Business, DAC Rep.
Robbie Roepstorff-Business, Bank of The Islands
Alex Murray-Parent
Amy Dunavant-Parent
Jason Maughan- Parent- Sanibel School Fund President
Denise McKee-PTA President
Jennifer Hall- Primary Teacher K-2
Debbie Riley-Intermediate Teacher 3-5
Alicia Base- Middle School Teacher 6-8
Wendy Wassman-Special Area Staff
Linda Reynolds- Special Area Staff
Pam Yates- ESE Support Teacher

Involvement of the SAC in the development of the SIP

The Sanibel School SAC members serve in an advisory capacity to the school principal. SAC members help develop the SIP goals and approve the goals once they are finalized. SAC members review and monitor SIP goals throughout the year. Expenditures to support the school improvement plan are reviewed and approved by SAC.

Activities of the SAC for the upcoming school year

The Sanibel School Advisiory Council meets monthly to review school data and determine areas of need. The group actively supports the staff and teachers in meeting yearly School Improvement Goals.

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

School Improvement funds will be used to support our two goals for this year.
Goal 1: Improve writing conventions across all grade levels and all content areas.
-Collins Writing Workshop to train school-based Trainers in October. Amount: $900.00
-Collins Writing CheckMate materials for all students and teachers. Amount: $475.00
Goal 2: Increase State Ranking from 20% to 17% on the 5th grade FCAT Science Assessment.
- Materials to assist classroom teachers with hands on science learning activities, supplemental contracts for our lead science teachers to prepare inservice training on priority science standards for each elementary grade level, and the hiring of substitute teachers to enable the elementary teachers to attend the inservice training. Amount: To be determined throughout the year as teachers request needed materials. In order to know what to purchase, grade level teachers must first work with building science lead teachers to scaffold grade level standards and corresponding activities. This will be an on-going process throughout the year.

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:

Barbara Von Harten		
Principal	Years as Administrator: 27	Years at Current School: 16

Credentials	Mrs. Von Harten has a BA Degree in Education and a Masters and Specialist Degree in Educational Leadership. She is certified in Elementary Education, Special Education, and Educational Leadership.
Performance Record	Mrs. Von Harten has led her staff and provided her students with the support necessary for them to excel. Under her leadership The Sanibel School has consistently scored in the top 1% on the FCAT Reading Assessment and in the top 5% on the FCAT Math and Writing. In 2013 The Sanibel School was ranked # 1 in the state on the 8th grade FCAT Science Assessment.

Nancy McDole		
Asst Principal	Years as Administrator: 27	Years at Current School: 15

Credentials	Mrs. McDole has a BA Degree in Education and a Masters Degree in Educational Leadership. She is certified in Elementary Education, Math Education K -12, and Educational Leadership.
Performance Record	Mrs. McDole assists Mrs. Von Harten in leading the staff. She works closely with the middle school teachers, students and parents to provide the support necessary to enable all middle school students to be successful.

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Wendy Wassman		
Part-time / School-based	Years as Coach: 7	Years at Current School: 2

Areas	Reading/Literacy, RtI/MTSS
Credentials	Mrs. Wassman holds a B.A. in Elementary Education and a Master's Degree in Reading. She is ESOL and ESE certified by the State of Florida. She holds a Professional Educator's Certificate from the State of Florida.
Performance Record	Mrs. Wassman supports students and teachers as they address the school's goals to increase the percentage of students making learning gains in reading. Mrs. Wassman heads the Literacy Leadership Team and is a member of the School's CORE Leadership team. She works closely with teachers through the MTSS process.

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

Classroom Teachers

# of classroom teachers
26

 # receiving effective rating or higher
23, 88%

 # Highly Qualified Teachers
100%

 # certified in-field
26, 100%

 # ESOL endorsed
13, 50%

 # reading endorsed
5, 19%

 # with advanced degrees
14, 54%

 # National Board Certified
4, 15%

 # first-year teachers
2, 8%

 # with 1-5 years of experience
2, 8%

 # with 6-14 years of experience
5, 19%

 # with 15 or more years of experience
17, 65%

Education Paraprofessionals

# of paraprofessionals
5

 # Highly Qualified
5, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
0

 # 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

The principal's goal is to always strive to hire the best person (teacher, support staff, administrator) for any opening at the school. Each year the school participates in the district recruitment fair and seeks out the applicants with superior credentials. Both administrators work closely with all new hires to provide them with the support they need to be successful. The turnover rate at the school is far below the district and state average.

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

The administrators work with new teachers regularly to make their transition as smooth as possible. All of the school policies and procedures are posted on the school's SharePoint site for easy access. Each new teacher is assigned a mentor teacher regardless of their years of experience. Generally they are paired up with their grade level and/or subject area colleague. The mentor teacher assists the new teacher with lesson plan development as well as class room management strategies, and takes to time to offer general support as needed. When a new teacher serves as the only teacher for a particular subject area, that teacher is given time to visit and observe at another school in the district and work with a highly effective veteran teacher teaching the same curriculum.

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 Sanibel School MTSS team meets on an as needed basis to discuss students of concern. Child Study meetings are regularly scheduled during the year, but teachers are encouraged to bring a student to the MTSS team when there is a concern about academic progress or behavior. School and individual students' progress data is analyzed to ensure that specific students' and or program needs of all students are being met within a multi-tiered system of student supports. The team uses a 5 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

Classroom teacher
Keeps students' ongoing progress monitoring data (curriculum assessments, STAR or STAR EL. FCAT scores, work samples, SuccessMaker reports, AR Diagnostic Reports, and other relevant prompts or quizzes) Attends MTSS meetings to collaborate and monitor students who are struggling, implements interventions designed by the MTSS team for students in need of supplemental supports. Delivers instructional interventions with fidelity.
Reading Coach/Specialist
Attends MTSS meetings at the district as well as at the school level. Collaborates with teachers to observe, monitor, and test students. Trains teachers in the use of interventions, progress monitoring and differentiated instruction. Implements supplemental and intensive interventions. Keeps progress monitoring notes and anecdoatals of interventions implemented and posts them on the school's SharePoint shared documents website for the MTSS and Child Study Team to review. Collects school-wide data for the MTSS team to use to determine at-risk-students.
Speech-Language Pathologist
Attends MTSS meetings for students receiving supplemental and intensive speech and /or language supports
Completes Communication Skills Screenings for students unsuccessful with Tier 2 interventions.
Assists with supplemental and intensive interventions through collaboration, and training of staff.
Incorporates MTSS data when guiding a possible Speech/Language referral and when making eligibilityecisions
Principal/ Assistant Principal
Facilitates the implementation of the MTSS process
Provides and coordinates continous professional development
Assigns paraprofessionals to support MTSS Tier 2 implementation
Attends MTSS team meetings and is active in the MTSS process
School Counselor
Schedules and attends MTSS meetings
Maintains a list of all students involved in the MTSS Process
Sends meeting invitations to teachers and parents
Helps complete necessary MTSS forms
Conducts social-developmental hisory interviews as needed
School Psychologist
Attends MTSS meetings for students receiving Tier 3 supports
Incorportates MTSS data when guiding a possible ESE referral and when making eligibility decisions
ESE Teacher/ Staffing Specialist
Consults with MTSS team regarding intensive interventions
Incorporates MTSS data when making eligibility decisions
ESOL/ ELL Representative
Attends MTSS meetings for identified ELL students to advise and complete LEP paperwork

Conducts language screenings and assessments as needed
Provides ELL intervention strategies

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

The MTSS Leadership Team assists with the analysis of school, classroom, and student level data in order to identify areas for school improvement. The role of the MTSS Leadership Team is to identify programmatic areas of need, provide additional academic support and resources for teachers based on identified needs in order to assist with the school improvement plan. The team also assists with the evaluation of students' responses to current interventions in specific curriculum areas. The MTSS team will begin to use Indigo, a district program to monitor MTSS data, the program includes early warning systems for student failure, a breakdown of student risk levels, and a tracking system for persons responsible to implement portions of the MTSS process.

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

The Sanibel School utilizes the district adopted data management system Performance Matters. This system provides the school with comprehensive access to all school and district databases, thereby assisting with the detailed analysis of district, school, classroom and student level data. Performance Matters database assists the school with the continual tracking of student data to monitor student progress; management of diagnostic, summative and formative assessment data; and the students' response to implemented interventions in all core academic subjects. The Sanibel School will also use the Indigo System for MTSS management.

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

The Reading Coach or the School Counselor meet with teachers who express concerns about behavior or academic problems of a student or students in their classrooms. At that time the teacher is guided through the MTSS process step by step. The Reading Coach works with the classroom teacher to define the problem, share necessary forms, gather data, for student and peer group, graph interventions, and support the use of Tier 2 or Tier 3 interventions during the MTSS process. The School Counselor meets with the teacher to provide additional techniques for student needing behavior management support. The School Counselor stays in contact with parents guiding them through each step of the process. Both the Reading Specialist and the School Counselor work as a team to support parent and teacher understanding of the MTSS process.

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: 10,000

An hour long After School Program is provided at the school for all students in grades K-5 four days a week. All students have the opportunity to attend in an effort to improve their skills in reading and/or math. Attending the after school program is recommended as a strategy by the teacher when a child is struggling academically.
Customized Computer Based Programs available during the After School Program are as follows:
SuccessMaker Math
SuccseeMaker Reading
Compass Learning
Accelerated Reader
Individual tutoring is also provided as needed.

Strategy Purpose(s)

- Instruction in core academic subjects

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

SuccessMaker Data, classwork and AR are all continually monitored by the classroom teacher. The teacher analyzes a student's progress weekly, and uses the data to write a prescription for the following week for each student who is attending the after school program. The Child Study Team monitors the data from the After School Program twice a year and the data is recorded and reviewed year after year.

Who is responsible for monitoring implementation of this strategy?

Monitoring is done formally in Child Study Teams, which include the classroom teacher, the school principal, the reading coach, the ESE teacher and the school counselor. Once a student is able to maintain on or above grade level performance they are dismissed from the MTSS process. Students who are not making progress continue to be monitored by the reading coach, the school counselor and the classroom teacher.

Strategy: Before or After School Program

Minutes added to school year: 4,080

An hour long After School Program is provided at the school for all students in grades 6 - 8 two days a week. All students have the opportunity to attend in an effort to improve their grades in their core academic subjects. Attending the after school program is recommended as a strategy by the teacher when a child is struggling academically.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Students' homework completion is monitored as well as their overall grades in each subject.

Who is responsible for monitoring implementation of this strategy?

The middle school team of teachers monitor the progress of their students in this program.

Strategy: Before or After School Program

Minutes added to school year: 2,040

A half-hour middle school math tutoring program is offered two mornings per week for students in need of extra assistance in math.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Students' homework completion and test grades are monitored, as well as their overall grade in math.

Who is responsible for monitoring implementation of this strategy?

The program is run by the middle school math teacher who monitors the progress of all of her students.

Literacy Leadership Team (LLT)

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

Name	Title
Barbara Von Harten	School Principal
Nancy McDole	Assistant Principal
Wendy Wassman	Reading Coach
Libby Payne	Media Specialist

Name	Title
Linda Reynolds	School Counselor
Pam Yates	ESE Teacher
Alicia Base	Middle School Reading Teacher
Brittany Camp	Middle School Language Arts
Barbara Simmons	kindergarten Teacher Rep.
Angela Angelo	Grade 1 Teacher Rep.
Laurie Sanders	Grade 2 Teacher Rep.
Emily Wells	Grade 3 Teacher Rep.
Deb Riley	Grade 4 Teacher Rep.
Anne Franke	Grade 5 Teacher Rep.

How the school-based LLT functions

The school-based Literacy Leadership Team meets once a month to share information on district updates in the areas of reading and language arts. The team reviews data relating to reading and writing programs and practices, AR, training sessions, and student data collected in PLC's. The agenda is set by the Reading Coach after input from the administration and team members.

Major initiatives of the LLT

The first initiative is a continuation of our AR goal from the year 2012-2013. The goal is to have 10% or fewer students at risk in reading by the end of the year according to our STAR and STAR EL. tests taken five times a year. Teachers are required to turn in classroom reading diagnostic information monthly to the Reading Coach. The Reading Coach meets with teachers who are not making progress towards the goal and shares best practices to decrease the number of students at risk. AR progress is shared and monitored with individual teachers, and in the Literacy Leadership Meetings. A table of results for all teachers is posted on a bulletin board outside the principal's office.

The second initiative is to improve the use of proper writing conventions for all students in all subject areas. The Collins Writing Program was purchased for all teachers of core academic subject areas.. Training for PLC leaders will take place in October, and training of all teachers will take place through weekly PLC small group meetings. During the PLC meetings teachers will look at baseline scores, set goals, teach, review data and share best practices.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Teachers meet weekly as a middle school PLC team to review student data, especially in the area of reading. Teachers review the academic data for all of their students and use the data to make decisions about instruction, curriculum and assessments. Every academic teacher serves as a reading and writing instructor within their content area. The data for students working below grade level in any content area is analyzed to determine the students' reading comprehension needs and to develop instructional strategies to improve the student's academic performance. The Reading Coach, The ESE Teacher, and the Reading Teacher, in conjunction with the administrators, continuously review AR data, and data from Achieve 3000 to track students who need extra support. The goal is to improve student achievement by consistently reviewing data, including both formative and summative assessments, and use the data to adjust instructional strategies in order to meet the needs of all of the students at The Sanibel School.

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

The Sanibel Kindergarten teachers conduct a half day class for incoming kindergarten students and their parents each spring, encompassing many of the activities that will be on-going throughout the next year. The goal is to create an easy transition from pre-school to elementary school.The Sanibel School kindergarten teachers and principal also meet with parents of incoming kindergarten students to make them aware of the kindergarten curriculum expectations and to help the children and their parents make a smooth transition from pre-school to kindergarten.

The FLKRS and the FAIR tests are administered to all kindergarten student at the beginning of the school year and the results are then used to drive instruction.

The kindergarten teachers regularly communicate with all of their students' parents during the first quarter to discuss the child's progress to date and develop both school and home strategies to improve their child's academic performance.

Each morning during the literacy instructional time middle school students are assigned to work individually with students needing extra support.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

The middle school teachers strive to include career relevance in their curriculum whenever possible. Guest speakers are regularly scheduled to speak to the students about careers, and have included local entrepreneurs, bankers, authors, artists, musicians, wild life refuge staff, environmentalist, and government officials. In addition, field trips are scheduled to promote the connection between course work and real life experiential use of the information they have studied. Every middle school student is also enrolled in a yearlong Career Exploration class, focused on providing the students with information about careers relevant to their course work.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

During the Career Exploration class each student is required to complete a high school plan, outlining the high school courses he/she should take in order to fulfill the requirements necessary to qualify for post secondary training, be it college or technical career training. In addition, the school counselor interviews every eighth grade student to discuss their plans and goals for the future and offers strategies for how to achieve their goals.

Strategies for improving student readiness for the public postsecondary level

Our focus this year is to provide all of our middle school students with the support they need to be academically successful. We want each child to become proficient in the prerequisite skills necessary to meet the demands of higher level high school course work.

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	93%	92%	Yes	94%
American Indian				
Asian				
Black/African American				
Hispanic	79%	87%	Yes	81%
White	95%	94%	Yes	96%
English language learners				
Students with disabilities	61%	58%	Yes	65%
Economically disadvantaged	87%	81%	Yes	88%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	44	18%	19%
Students scoring at or above Achievement Level 4	180	75%	76%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	138	80%	87%
Students in lowest 25% making learning gains (FCAT 2.0)	17	94%	95%

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)	10	80%	83%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		59%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	10	40%	45%

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	85	82%	85%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		

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	89%	85%	Yes	90%
American Indian				
Asian				
Black/African American				
Hispanic	73%	47%	No	75%
White	91%	88%	Yes	92%
English language learners				
Students with disabilities	61%	50%	Yes	65%
Economically disadvantaged	87%	76%	Yes	88%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	72	30%	32%
Students scoring at or above Achievement Level 4	137	57%	58%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	135	78%	81%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	20	77%	80%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	19	51%	50%
Middle school performance on high school EOC and industry certifications	19	100%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		18%
Students scoring at or above Achievement Level 4	15	79%	82%

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	18	50%	53%
Students scoring at or above Achievement Level 4	10	28%	31%

Florida Alternate Assessment (FAA)

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

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	10	27%	28%
Students scoring at or above Achievement Level 4	26	70%	71%

Florida Alternate Assessment (FAA)

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

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	18		20
Participation in STEM-related experiences provided for students	320	100%	100%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	9	3%	3%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	0		
Completion rate (%) for CTE students enrolled in *accelerated* courses			
Students taking CTE industry certification exams	0		
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators	0		
CTE teachers holding appropriate industry certifications	0		

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	13	6%	4%
Students retained, pursuant to s. 1008.25, F.S.	3	1%	0%
Students who are not proficient in reading by third grade	3	6%	0%
Students who receive two or more behavior referrals	5	2%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	1	0%	0%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	3	2%	2%
Students who fail a mathematics course	7	6%	3%
Students who fail an English Language Arts course	4	3%	2%
Students who fail two or more courses in any subject	6	5%	2%
Students who receive two or more behavior referrals	4	3%	3%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	1	0%	0%

Area 9: Parent Involvement

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

Parental involvement targets for the school

The Sanibel School will hold a minium of one parent workshop on The Common Core State Standards during the 2013-2014 school year.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent workshop	1	100%	100%

Goals Summary

G1. Students will routinely engage in Common Core Writing activities across all subject areas.

G2. Increase science literacy and knowledge across grade levels which will result in moving 5th grade students from the top 20% in 2013 in the state to the top 17% in 2014 on the FCAT 2.0 Science Test.

Goals Detail

G1. Students will routinely engage in Common Core Writing activities across all subject areas.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle Learning Gains, High School AMO's)
- Algebra 1 EOC
- Science
- Science - Elementary School
- Science - Middle School

Resources Available to Support the Goal

- Regie Routman Writer's in Residence Training
- Teachers in grades K-8 have been trained in Regie Routman's, Writier's in Residence Program. Teachers score prompts three times a year using the skills they learned.
- Craft Plus Writing Program: A step by step guided program used by teachers in grades K-5.
- Collins Writing Program adopted by The Sanibel School for the school year 2013-2014 to increase writing skills, specifically in the domain of writing conventions throughout all grades and all subject areas.
- Scott Foresman Reading Street weekly writing prompts connected to The Common Core State Standards.

Targeted Barriers to Achieving the Goal

- Common Expectations for correct use of writing conventions

Plan to Monitor Progress Toward the Goal

Goals for writing convention progress will be set after baseline prompts have been scored using the Collins Writing Convention Program. The initial and subsequent number of errors will be tallied and graphed by each grade level and each teachers will monitor their classroom data.

Person or Persons Responsible

PLC Leadership Team: Angela Angelo, Grade 1; Laurie Sanders, Grade 2; Alicia Base, Middle School Reading Teacher; Pam Yates, ESE Resource Teacher; Wendy Wassman, Reading Coach; Principal, Barbara Von Harten; Assistant Principal, Nancy McDole

Target Dates or Schedule:

Progress toward meeting goals will be monitored each quarter, beginning with quarter two. Dates for recording progress are as follows: Dec. 20,2013 March 13,2013 May 16,2013 PLC leaders will monitor progress toward goals, and report back to the CORE Leadership Team bi-monthly on their group's progress towards their goal, or any barriers they have encountered.

Evidence of Completion:

Decrease in the number of writing convention errors in student writings throughout all subject areas. Evidence will be reviewed at predetermined intervals and depending on the data, the team will continue, intensify or modify the strategies, revisit barriers and or modify their goal.

G2. Increase science literacy and knowledge across grade levels which will result in moving 5th grade students from the top 20% in 2013 in the state to the top 17% in 2014 on the FCAT 2.0 Science Test.

Targets Supported

- Reading ()

- Writing

- Math ()

- Science

- Science - Elementary School

Resources Available to Support the Goal

- Science Para-professional -The school has hired a part time science para-professional to provide weekly hands-on science lab activities with all students in grades K through 5.

- Science Lab Materials - The school has organized all of the science lab materials in one location and purchases consumable science materials each year.

- Science Books - The school has purchased additional science curriculum materials.

- STEM Night - The school hosts an annual STEM night for all students and parents to participate in to increase science knowledge.

- English Language Arts- Science informational texts are a focus in the Elementary Language Arts curriculum.

- Students in upper elementary grades are being required to read more informational text during the school year 2013-2014.

Targeted Barriers to Achieving the Goal

- Time - Classroom teachers feel that there is not sufficient time to fully integrate science into their weekly lesson plans.

Plan to Monitor Progress Toward the Goal

Monitor science test scores Review material with students scoring below 75% on any science test Monitor AR Informational text test results Monitor time spent teaching science in all elementary classrooms

Person or Persons Responsible

Classroom teachers Reading Coach School Administrators

Target Dates or Schedule:

Weekly review of science lessons plans Classroom Walkthroughs Science Lab Classroom Walkthroughs Science test data turned in and reviewed quarterly

Evidence of Completion:

Increase in percentage correct on district and classroom science test scores. Increased percentage of informational text reading as found on the AR Classroom Diagnostic Charts Increased time spent on science activities in the classroom as noted in lesson plans Evidence will be collected quarterly and shared during PLC meetings. If at predetermined intervals progress is not being made, the team will revisit barriers and or modify the goal based on data.

Action Plan for Improvement

Problem Solving Key

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

G1. Students will routinely engage in Common Core Writing activities across all subject areas.

G1.B1 Common Expectations for correct use of writing conventions

G1.B1.S1 Collins Writing Training for all teachers.

Action Step 1

All teachers will be trained in The Collins Writing Convention Program. Teachers will use posters and student Check Mate Essential Writing Conventions to teach and reteach conventions.

Person or Persons Responsible

All teachers in grades K-5 and all middle school teachers in all academic subject areas.

Target Dates or Schedule

During the first semester of the 2013-2014 school year.

Evidence of Completion

Monitor scheduled time for student error correction in On-Course Lesson Plans PLC writing convention data collected monthly Student baseline, mid-year and final writing prompt data collected and recorded on The Sanibel School Curriculum Website.

Action Step 2

Teachers will monitor student writing data throughout the year analyzing results looking for a decrease in writing convention errors. Teachers will share data, review what works, what hasn't worked and share best practices during PLC sessions.

Person or Persons Responsible

All elementary teachers and all middle school academic subject area teachers.

Target Dates or Schedule

Throughout the school year during PLC sessions on Tuesdays from 2:30 p.m. -3:30 p.m., a minimum of two times per month.

Evidence of Completion

Data spreadsheets kept by PLC leaders and reviewed during Leadership CORE meetings before school from 7:00 a.m. - 7:30 a.m. bi-monthly. Data collected and posted in SharePoint three times a year baseline, mid-year and final district writing prompts, scored using the Collins Checklist.

Action Step 3

All teachers will be trained on the Collins Writing Conventions Program. Six teachers (PLC group leaders) will be trained on the Collins Conventions Program and will train the teachers in their PLC groups on the use of the program. The teachers will receive training on how to implement the program in their writing instruction and how to instruct their students to use the program and how to monitor and reteach conventions as necessary. Data will be posted by the Reading Coach on the school's SharePoint site.

Person or Persons Responsible

PLC leaders: Angie Angelo, Grade 1 Teacher; Laurie Sanders, Grade 2 Teacher; Alicia Base, Middle School Reading Teacher; Wendy Wassman, Reading Coach; Pam Yates, ESE Teacher; Barbara Von Harten, Principal All elementary teachers and middle school academic subject area teachers.

Target Dates or Schedule

Throughout the school year.

Evidence of Completion

Agendas from PLC sessions and a decrease in number of student writing convention errors recorded monthly will be used as evidence, as well as data collection by the PLC leadership team taken three times a year; baseline, mid-year and end-of-year district writing prompts. Data graphs will be kept and shared on the school's CORE SharePoint site.

Facilitator:

Collins Writing Trainer

Participants:

Angela Angelo Laurie Sanders Wendy Wassman Pam Yates Alicia Base Barbara Von Harten

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

Writing Conventions data from PLC's will be brought to the CORE Leadership Team for review monthly. The results will be shared with the Literacy Leadership Team the second Thursday of every month.

Person or Persons Responsible

The CORE Leadership Team, which includes: Angie Angelo Laurie Sanders Wendy Wassman Pam Yates Alicia Base Barbara Von Harten Nancy McDole The Literacy Leadership Team, which includes all of the elementary grade level department heads, the media specialist, the reading coach, the middle school reading and language arts teachers, and the school administrators.

Target Dates or Schedule

The CORE Leadership meetings are held bi-monthly from 7:00 a.m. -7:30 a.m. for the set purpose of reviewing the data collected during PLC sessions. The data will be shared with the Literacy Leadership Team on the second Thursday of each month.

Evidence of Completion

Data will be shared, reviewed, and kept by the principal. A graph of student progress will kept by the reading coach and reviewed during Literacy Leadership Meetings once a month. Graphs showing progress toward the goal of decreasing the number of writing convention errors will be posted by the reading coach on a bulletin board outside of the principal's office.

Plan to Monitor Effectiveness of G1.B1.S1

Baseline scoring of writing prompts to set baseline and goals for success. Writing samples will be collected and scored during PLC sessions. Monitoring and sharing best practices that promote positive results will be shared. Monitoring of practices that produce poor results will be discussed in PLC sessions and at Core Leadership meetings and strategies will be put in place to promote practices that work. The team will look at the data to determine strategies that are and are not working, and make decisions as needed to increase time, check the fidelity of instruction, or possible flaws in the program.

Person or Persons Responsible

PLC CORE Leadership Team and School Administrators

Target Dates or Schedule

Tuesday mornings during the CORE Leadership Team meeting.

Evidence of Completion

Positive changes in writing convention scores, and classroom writing assessments as graphed by the reading coach. Progress towards meeting the goals will be posted. Monitoring of On-Course lesson plans by school administrators. If sufficient progress is not being met as indicated be the mid-year writing prompts, the CORE leadership team will determine if the program is being followed with fidelity in all classrooms.

G2. Increase science literacy and knowledge across grade levels which will result in moving 5th grade students from the top 20% in 2013 in the state to the top 17% in 2014 on the FCAT 2.0 Science Test.

G2.B1 Time - Classroom teachers feel that there is not sufficient time to fully integrate science into their weekly lesson plans.

G2.B1.S1 The Science Lead Teacher in the elementary school and the Middle School Science Teacher, will review the State of Florida's Elementary Science Curriculum and prioritize the science standards that pertain to each elementary grade level. The Elementary Science Lead Teacher (SLT) and the Middle School Science Teacher will then meet with the elementary teachers at each grade level and the to science para-professional to assist them in developing lessons and activities that focus on the standards that are important at their specific grade level, drilling down, and teaching what is important in depth (TIMS study data). The team will select hands-on lab activities focused on increasing students' knowledge and engagement of the selected standards.

Action Step 1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Action Step 2

A half-day of professional development training will be provided for each grade level team and the science para-professional led by the Elementary Science Lead Teacher (SLT) and the Middle School Science teacher. They will review with each grade level the pre-selected science standards to be taught in-depth and with fidelity. Together they will set goals, develop lessons, review materials, and set assessment goals.

Person or Persons Responsible

Elementary Science Lead Teacher and Middle School Science Teacher will lead the professional development. Each Grade Level Team and the Science para-professional will attend the professional development training.

Target Dates or Schedule

During the first semester of the 2013-2014 school year, a half-day of professional development will be provided for each grade level team.

Evidence of Completion

Evidence in lesson plans monitored by the administrators via the On-course Lesson Planning Program. Classroom walk-throughs by administrators. An Increase on classroom and district science test scores.

Facilitator:

Anne Franke- Elementary Science Lead Teacher

Participants:

Grade Level Teachers Grade K- Simmons and McDonnell Grade 1- Angelo and Gosselin Grade 2- Hall and Sanders Grade 3- Baker and Wells Grade 4- Riley and Wappes Grade 5-Macalka with Science Para- Anderson Building Administrators- Von Harten and McDole

Action Step 3

Science field trips and speakers will be selected by the science lead teacher and building administrators to strengthen the science program and enhance student comprehension of key concepts related to pre-selected science standards.

Person or Persons Responsible

School administrators and science lead teacher

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Increased scores on district and school based science tests

Action Step 4

Teachers will teach pre-selected specific science standards in depth to increase science knowledge at their grade level. Hands on science activities will be created for students by the science para-professional to increase student engagement and knowledge.

Person or Persons Responsible

Science Lead Teacher Science para-professional All classroom teachers in grades K-5

Target Dates or Schedule

Weekly during science class.

Evidence of Completion

Science test scores will increase on classroom and district wide tests.

Action Step 5

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Science lead teacher will meet with the science para-professional to review the elementary science curriculum. School administrators will monitor science lesson plans using On-Course. Classroom walk-through data will be reviewed.

Person or Persons Responsible

Science lead teacher- Ann Franke Science Para-professional- Katrina Anderson Principal- Barbara Von Harten Assistant Principal- Nancy McDole

Target Dates or Schedule

The Science Lead Teacher and the Science para-professional will meet monthly to review science class lessons plans and organize science labs.

Evidence of Completion

Agenda for meetings will be kept on the CORE Leadership SharePoint Site. Lessons will be monitored via the On-Course Lesson Planning Program. Science content taught with fidelity will be monitored during classroom Walk-throughs by the administration.

Plan to Monitor Effectiveness of G2.B1.S1

Time spent teaching pre-selected specific science standards in depth will produce greater knowledge of science understanding. A portion of Language Arts instructional time will be used for reading science texts. More AR time will be used for reading science informational texts. Science assessment data will be collected. A review of the standards in which students scores poorly will be reviewed. A review the 2014 results will be used to determine if the ranking of 5th grade students increased, from scoring in the top 20% in the state on the FCAT 2.0 Science Test in 2013, to scoring in the top 17% in the state on the 2014 FCAT 2.0 Science Test.

Person or Persons Responsible

Science lead teacher Anne Franke will collect the data and prepare charts. Science para-professional Katrina Anderson will help collect the data. Reading Coach Wendy Wassman will collect and review AR Data. Principal Barbara Von Harten and Assistant Principal Nancy McDole will review OnCourse and Classroom Walkthrough data.

Target Dates or Schedule

At the end of each quarter

Evidence of Completion

Lesson plans and classroom walk-through data Science Classroom and lab activities monitored each quarter. Science test data for each grade level and classroom Percent correct will increase on science tests at school and district level. AR Informational Text Data

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

Federal, state and local funds are used to improve student progress at The Sanibel School.

Title III funds will be used to purchase dictionaries and foreign library books and computer software for our ESOL students. The dictionaries will be used by ESOL students to increase their understanding of vocabulary in all subject areas.

SAI funds are used to pay for a reading paraprofessional to provide extra instructional support for students who are performing below level in reading and need extra reading help. The reading paraprofessional meets with Tier 2 students five days per week for extra reading instruction. Data is kept by the paraprofessional, shared with classroom teachers and regularly reviewed with the school's reading coach. SAI funds are also used to purchase materials that support the schools reading program at the elementary level.

Title II funds will be used to support PLC training. Professional Learning Communities were formed this year with the express charge of implementing SIP goals. PLC leaders will be trained on the importance of PLCs as true learning communities, developing norms to create a sense of community, a place where teachers feel safe to learn and share information. Three teachers will be sent to PLC Training in June at a cost of $650.00 per teacher. The total cost for the three day conference will be $3,150.00.

Title II funds will also be used to send a second year teacher to a Kagan training to develop her skills in the area of student writing at a cost of $189.00.

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. Students will routinely engage in Common Core Writing activities across all subject areas.

G1.B1 Common Expectations for correct use of writing conventions

G1.B1.S1 Collins Writing Training for all teachers.

PD Opportunity 1

All teachers will be trained on the Collins Writing Conventions Program. Six teachers (PLC group leaders) will be trained on the Collins Conventions Program and will train the teachers in their PLC groups on the use of the program. The teachers will receive training on how to implement the program in their writing instruction and how to instruct their students to use the program and how to monitor and reteach conventions as necessary. Data will be posted by the Reading Coach on the school's SharePoint site.

Facilitator

Collins Writing Trainer

Participants

Angela Angelo Laurie Sanders Wendy Wassman Pam Yates Alicia Base Barbara Von Harten

Target Dates or Schedule

Throughout the school year.

Evidence of Completion

Agendas from PLC sessions and a decrease in number of student writing convention errors recorded monthly will be used as evidence, as well as data collection by the PLC leadership team taken three times a year; baseline, mid-year and end-of-year district writing prompts. Data graphs will be kept and shared on the school's CORE SharePoint site.

G2. Increase science literacy and knowledge across grade levels which will result in moving 5th grade students from the top 20% in 2013 in the state to the top 17% in 2014 on the FCAT 2.0 Science Test.

G2.B1 Time - Classroom teachers feel that there is not sufficient time to fully integrate science into their weekly lesson plans.

G2.B1.S1 The Science Lead Teacher in the elementary school and the Middle School Science Teacher, will review the State of Florida's Elementary Science Curriculum and prioritize the science standards that pertain to each elementary grade level. The Elementary Science Lead Teacher (SLT) and the Middle School Science Teacher will then meet with the elementary teachers at each grade level and the to science para-professional to assist them in developing lessons and activities that focus on the standards that are important at their specific grade level, drilling down, and teaching what is important in depth (TIMS study data). The team will select hands-on lab activities focused on increasing students' knowledge and engagement of the selected standards.

PD Opportunity 1

A half-day of professional development training will be provided for each grade level team and the science para-professional led by the Elementary Science Lead Teacher (SLT) and the Middle School Science teacher. They will review with each grade level the pre-selected science standards to be taught in-depth and with fidelity. Together they will set goals, develop lessons, review materials, and set assessment goals.

Facilitator

Anne Franke- Elementary Science Lead Teacher

Participants

Grade Level Teachers Grade K- Simmons and McDonnell Grade 1- Angelo and Gosselin Grade 2- Hall and Sanders Grade 3- Baker and Wells Grade 4- Riley and Wappes Grade 5-Macalka with Science Para- Anderson Building Administrators- Von Harten and McDole

Target Dates or Schedule

During the first semester of the 2013-2014 school year, a half-day of professional development will be provided for each grade level team.

Evidence of Completion

Evidence in lesson plans monitored by the administrators via the On-course Lesson Planning Program. Classroom walk-throughs by administrators. An Increase on classroom and district science test scores.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	$0

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
	$0	$0
Total	$0	$0

Budget Details

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

G1. Students will routinely engage in Common Core Writing activities across all subject areas.

G1.B1 Common Expectations for correct use of writing conventions

G1.B1.S1 Collins Writing Training for all teachers.

Action Step 1

All teachers will be trained in The Collins Writing Convention Program. Teachers will use posters and student Check Mate Essential Writing Conventions to teach and reteach conventions.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

Action Step 3

All teachers will be trained on the Collins Writing Conventions Program. Six teachers (PLC group leaders) will be trained on the Collins Conventions Program and will train the teachers in their PLC groups on the use of the program. The teachers will receive training on how to implement the program in their writing instruction and how to instruct their students to use the program and how to monitor and reteach conventions as necessary. Data will be posted by the Reading Coach on the school's SharePoint site.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G2. Increase science literacy and knowledge across grade levels which will result in moving 5th grade students from the top 20% in 2013 in the state to the top 17% in 2014 on the FCAT 2.0 Science Test.

G2.B1 Time - Classroom teachers feel that there is not sufficient time to fully integrate science into their weekly lesson plans.

G2.B1.S1 The Science Lead Teacher in the elementary school and the Middle School Science Teacher, will review the State of Florida's Elementary Science Curriculum and prioritize the science standards that pertain to each elementary grade level. The Elementary Science Lead Teacher (SLT) and the Middle School Science Teacher will then meet with the elementary teachers at each grade level and the to science para-professional to assist them in developing lessons and activities that focus on the standards that are important at their specific grade level, drilling down, and teaching what is important in depth (TIMS study data). The team will select hands-on lab activities focused on increasing students' knowledge and engagement of the selected standards.

Action Step 2

A half-day of professional development training will be provided for each grade level team and the science para-professional led by the Elementary Science Lead Teacher (SLT) and the Middle School Science teacher. They will review with each grade level the pre-selected science standards to be taught in-depth and with fidelity. Together they will set goals, develop lessons, review materials, and set assessment goals.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

Action Step 3

Science field trips and speakers will be selected by the science lead teacher and building administrators to strengthen the science program and enhance student comprehension of key concepts related to pre-selected science standards.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

Action Step 4

Teachers will teach pre-selected specific science standards in depth to increase science knowledge at their grade level. Hands on science activities will be created for students by the science para-professional to increase student engagement and knowledge.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

Action Step 5

Resource Type

Evidence-Based Program

Resource

Teacher training and classroom student and teacher materials on Collins Essential Writing Conventions

Funding Source

Amount Needed