



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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**J. Colin English Elementary School**

120 PINE ISLAND RD

North Fort Myers, FL 33903

239-995-2258

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

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 94%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 53%

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## School Grades History

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<b>2013-14</b> A	<b>2012-13</b> C	<b>2011-12</b> B	<b>2010-11</b> A	<b>2009-10</b> A
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## SIP Authority and Template

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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

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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

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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

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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

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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

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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

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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

J. Colin English Elem. School

##### Principal

Joe Williams

##### School Advisory Council chair

Greg Stanley

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

Name	Title
Joe Williams	Principal
Ronda Martin	Assistant Principal
Clint Garlick	TIF
Elaine Guerin	TIF
Sarah Gonzalez	K Teacher
Ann Hale	2nd gr Teacher
Shanell Moneghan	4th gr Teacher
Kristin Rode	5th gr Teacher

#### District-Level Information

##### District

Lee

##### Superintendent

Dr. Nancy J Graham

##### Date of school board approval of SIP

10/22/2013

### School Advisory Council (SAC)

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

#### Membership of the SAC

The membership of SAC is comprised of parents, teachers, non-instructional staff and business partners from within the community. The group is diverse and welcomes input from everyone. The positions held within the committee are SAC Chair, Asst. SAC Chair, Recording Secretary and Asst. Recording Secretary.

Greg Stanley - SAC Chair

Theresa Stanley - Asst. SAC Chair

Veronica Rodriguez - Recording Secretary

Cecilia Orellana Santamaria - Asst. Recording Secretary

Christina Collins - Parent

Heather Barner - Parent  
Luis Ortiz - Parent  
Maria Ortiz - Parent  
Laura Duff - Parent  
Roberto Santamaria - Parent  
Kerri Haycook - Parent / Teacher  
Celeste Rabedeau - Parent / Teacher  
Renaë Morant - Non-Instructional Staff  
Liz Huerta - Business Partner  
William (Brad) Haley- Business Partner  
Joe Williams, III - Principal  
Ronda Martin - Asst. Principal  
Carrie Ferrera - Teacher (DAC Rep)

**Involvement of the SAC in the development of the SIP**

The membership of SAC discusses the School-Wide Goals of the School Improvement Plan and gives input as to whether the goals are progressive enough to promote student achievement for the students of the school.

**Activities of the SAC for the upcoming school year**

The purpose of the School Advisory Council is to perform the functions that are prescribed by the regulations of the School Board.  
The SAC will assist in the preparation and evaluation of the School Improvement Plan, will give advice concerning the annual school budget, and will approve the use of the school improvement funds.

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

School Improvement Funds are used to purchase supplemental materials for students in order to promote student achievement. They are also used to train teachers and assist them with their professional development. Generally, we allocate \$1,500 to promote student achievement and \$1,500 to assist with professional development.

**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:**

**Joe Williams**

Principal

Years as Administrator: 11

Years at Current School: 5

**Credentials**

Masters in Educational Leadership  
 BS in Psychology  
 Psychology 6-12  
 Middle Grades English 5-9  
 ESOL Endoresed

**Performance Record**

12-13 Principal J Colin English  
 School Grade: C  
 FCAT Data 12-13 school year  
 Reading Subgroups  
 Total: 57%  
 White: 55%  
 Black: 40%  
 Hispanic: 43%  
 ED: 43%  
 LEP: 4%  
 SWD: 55%  
 Math Subgroups:  
 Total: 41%  
 White: 45%  
 Black: 35%  
 Hispanic: 41%  
 ED: 40%  
 LEP: 16%  
 SWD: 35%  
 Writing: 88%  
 Science: 31%  
 Meeting stds in reading: 57%  
 Meeting std in math: 41%  
 Learning gains in reading: 69%  
 Learning gains in math: 53%  
 Lowest 25% in reading making gains: 70%  
 Lowest 25% in math making gains: 48%  
 11-12 Principal at J. Colin English  
 School Grade: B  
 FCAT Data 11-12 school year  
 Reading Subgroups  
 Total: 56%  
 White: 54%  
 Black: 50%  
 Hispanic: 58%  
 ED: 55%  
 LEP: 0%  
 SWD: 29%  
 Math Subgroups:  
 Total: 58%  
 White: 62%  
 Black: 33%



Hispanic: 56%  
ED: 57%  
LEP: 20%  
SWD: 29%  
Writing: 95%  
Science: 42%  
10-11 Principal at J. Colin English.  
School Grade: A  
Principal Joe Williams  
III  
Masters in  
Educational  
Leadership  
BS in Psychology  
Middle Grades  
4 10  
AYP Criteria: 95%  
FCAT Data 10-11 school year  
Reading Subgroups  
Total: 77%  
White: 77%  
Hispanic: 73%  
ED: 77%  
Math Subgroups:  
Total: 82%  
White: 82%  
Hispanic: 83%  
ED: 82%  
Writing: 100%  
Science: 42%  
09-10 Principal at J. Colin English.  
School Grade: A  
FCAT Data 09-10 school year  
Reading Mastery – 78%  
Math Mastery – 77%  
Writing Mastery – 88%  
Science Mastery – 55%  
AYP Data 09-10 school year  
Criteria Met: 100%  
Reading: All subgroups made adequate  
yearly progress in Reading.  
Mathematics: All subgroups made adequate  
yearly progress in math.  
Writing: All subgroups made adequate  
yearly progress in Writing.

**Ronda Martin**

Asst Principal

Years as Administrator: 7

Years at Current School: 2

**Credentials**

Masters in Educational Leadership  
 BS in Elementary Education 1-6  
 ESOL Endorsed

**Performance Record**

12-13 Asst Principal J Colin English  
 School Grade: C  
 FCAT Data 12-13 school year  
 Reading Subgroups  
 Total: 57%  
 White: 55%  
 Black: 40%  
 Hispanic: 43%  
 ED: 43%  
 LEP: 4%  
 SWD: 55%  
 Math Subgroups:  
 Total: 41%  
 White: 45%  
 Black: 35%  
 Hispanic: 41%  
 ED: 40%  
 LEP: 16%  
 SWD: 35%  
 Writing: 88%  
 Science: 31%  
 Meeting stds in reading: 57%  
 Meeting std in math: 41%  
 Learning gains in reading: 69%  
 Learning gains in math: 53%  
 Lowest 25% in reading making gains: 70%  
 Lowest 25% in math making gains: 48%  
 11-12 Asst Principal Tice Elem  
 School Grade: D  
 FCAT Data 11-12 school year  
 Reading Subgroups  
 Total: 44%  
 White: 55%  
 Black: 40%  
 Hispanic: 43%  
 ED: 43%  
 LEP: 4%  
 SWD: 55%  
 Math Subgroups:  
 Total: 41%  
 White: 45%  
 Black: 35%  
 Hispanic: 41%  
 ED: 40%

LEP: 16%  
SWD: 35%  
Writing: 77%  
Science: 33%  
Meeting stds in reading: 44%  
Meeting std in math: 41%  
Learning gains in reading: 56%  
Learning gains in math: 52%  
Lowest 25% in reading making gains: 53%  
Lowest 25% in math making gains: 62%  
10-11 Asst Principal Tice  
School Grade: C  
FCAT Data 10-11 school year  
Reading Subgroups  
Total: 63%  
Black: 53%  
Hispanic: 63%  
ED: 62%  
LEP: 37%  
SWD: 59%  
Math Subgroups:  
Total: 67%  
Hispanic: 70%  
ED: 66%  
SWD: 44%  
Writing: 91%  
Science: 32%  
09-10 Asst Principal Tice  
School Grade: C  
FCAT Data 09-10 school year  
Reading Subgroups  
Total: 69%  
Black: 58%  
Hispanic: 72%  
ED: 69%  
LEP: 58%  
SWD: 58%  
Math Subgroups:  
Total: 71%  
Hispanic: 74%  
ED: 71%  
SWD: 51%  
Writing: 91%  
Science: 29%

### Instructional Coaches

**# of instructional coaches**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

**Elaine Guerin**

Full-time / School-based      Years as Coach: 2      Years at Current School: 10

**Areas**      Reading/Literacy

**Credentials**      Masters in Elem Ed  
 BS in Elem Ed 1-6  
 ESOL Endorsed  
 Preschool Ed  
 Birth-age 4  
 Gifted

**Performance Record**      Second year as academic coach in 2012-2013. Primarily worked with K-2 students. 91% of k students met standards on STAR Early Lit. 78% of 1st grade students met standards on STAR Early Lit. 66% of 2nd grade students met standards on STAR. First year as academic coach in 2011-2012. Worked with lowest 33% in K-2. 71% of K students met standards on SAT 10 in 11-12. 80% of 1st gr students met standards on SAT 10. 58% of 2nd gr students met standards on SAT 10.

**Clint Garlick**

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

**Areas**      Mathematics

**Credentials**      Masters in Elem Ed.  
 BA in Elem Ed 1-6  
 ESOL Endorsed

**Performance Record**      Second year as academic mathematics coach in 2012-2013. Worked with all grades K-5. 84% of 3rd grade student achieved a level 3 or higher on the Math FCAT. 74% of 4th grader studnets achieved a level 3 or higher on the Math FCAT. 71% of 5th grade students achieved a level 3 or higher on the Math FCAT. 82% of students in the category of the lowest 25% made learning gains. First year as academic mathematics coach in 2011-2012. Worked with all grades K-5. 74% of 3rd grade students achieved a level 3 or higher on the Math FCAT. 70% of 4th grade students achieved a level 3 or higher on the Math FCAT. 76% of 5th grade studnets achieved a level 3 or higher on the Math FCAT. 72% of student in the category of the lowest 25% made learning gains.

**Classroom Teachers**

**# of classroom teachers**

31

**# receiving effective rating or higher**

31, 100%

**# Highly Qualified Teachers**

100%

**# certified in-field**

31, 100%

**# ESOL endorsed**

20, 65%

**# reading endorsed**

5, 16%

**# with advanced degrees**

12, 39%

**# National Board Certified**

1, 3%

**# first-year teachers**

1, 3%

**# with 1-5 years of experience**

9, 29%

**# with 6-14 years of experience**

17, 55%

**# with 15 or more years of experience**

5, 16%

**Education Paraprofessionals**

**# of paraprofessionals**

17

**# Highly Qualified**

17, 100%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

3

**# 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**

- Regular meetings of new teachers with assistant principal
- Partner new teachers or teachers with less than 2 years experience with veteran staff members
- Provide a means of communication for staff members to pose questions or concerns
- Provide professional development twice a month. Each training will focus on one specific top that

aligns with our school goals

Both the principal and assistant principal will be responsible.

### **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**

We currently have 1 teacher, Janet Hallman, that is assigned a mentor teacher. While she comes to us with 12 years of experience, she is new to our district. I paired her with Ann Hale, a 2nd grade teacher. I feel that Mrs. Hale's years of teaching experience combined with her instructional strategy knowledge and her leadership qualities make her a great mentor teacher. Some of the mentoring responsibilities will include: weekly consultations, formative observations, lesson planning preparation, quarterly reflective meetings, professional development needs, and modeling teaching strategies.

### **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 J. Colin English 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 supports. The team uses the five-step problem solving process as outlined in the district's MTSS Manual.

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

The roles of each member are as follows:

Classroom Teacher

- Keep ongoing progress monitoring notes in a MTSS folder (FAIR, curriculum assessments, STAR or FCAT scores, work samples, anecdotes) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
- Attend MTSS Team meetings to collaborate on & monitor students who are struggling
- Implement interventions designed by MTSS Team for students receiving supplemental and intensive supports.
- Deliver instructional interventions with fidelity

Reading or Math Coach/TIF Teacher

- Attend MTSS Team meetings
- Train teachers in interventions, progress monitoring, differentiated instruction
- Implement supplemental and intensive interventions
- Keep progress monitoring notes & anecdotes of interventions implemented
- Administer screenings
- Collect school-wide data for team to use in determining at-risk students

Speech-Language Pathologist

- Attend MTSS Team meetings for students receiving supplemental and intensive supports.
- Completes Communication Skills screening for students unsuccessful with Tier 2 interventions

- Assist with supplemental and intensive interventions through collaboration, training, and/or direct student contact
- Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions

#### Principal/Assistant Principal

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

#### Guidance Counselor/Curriculum Specialist

- Often MTSS Team facilitators
- Schedule and attend MTSS Team meetings
- Maintain log of all students involved in the MTSS process
- Send parent invites
- Complete necessary MTSS forms
- Conduct social-developmental history interviews when requested

#### School Psychologist

- Attend MTSS Team meetings on some students receiving supplemental supports & on all students receiving intensive supports
- Monitor data collection process for fidelity
- Review & interpret progress monitoring data
- Collaborate with MTSS Team on effective instruction & specific interventions
- Incorporate MTSS data when guiding a possible ESE referral & when making eligibility decisions

#### ESE Teacher/Staffing Specialist

- Consult with MTSS Team regarding intensive interventions
- Incorporate MTSS data when making eligibility decisions

#### Specialist (Behavior, OT, PT, ASD)

- Consult with MTSS Team
- Provide staff trainings

#### Social Worker

- Attend MTSS Team meetings when requested
- Conduct social-developmental history interviews and share with MTSS Team

#### ESOL/ELL Representative

- Attend all MTSS Team meetings for identified ELL students, advising and completing LEP paperwork
- Conduct language screenings and assessments
- Provide ELL interventions at all tiers

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

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

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

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

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

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

**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:** Extended Day for All Students  
**Minutes added to school year:**

**Strategy Purpose(s)**

""

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

**Who is responsible for monitoring implementation of this strategy?**

**Literacy Leadership Team (LLT)**

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

<b>Name</b>	<b>Title</b>
Clint Garlick	TIF
Elaine Guerin	TIF
Sarah Gonzalez	K teacher
Ann Hale	2nd gr teacher
Shanell Moneghan	4th gr teacher
Kristin Rode	5th gr teacher
Ronda Martin	AP
Joe Williams	Principal



## **How the school-based LLT functions**

The LLT at J. Colin English Elementary meets on a monthly basis to analyze school literacy data and/or student progress data in order to monitor the students receiving academic interventions and to identify students in need of more support.

## **Major initiatives of the LLT**

The LLT will continue to monitor student achievement in addition to providing support for the classroom teacher. Some of our major initiatives include:

- focus on increasing math student achievement in all grades, implementing math fact program as well as TIF teacher working with grades 2-5.
- focus on the lowest 25% making learning gains in both reading and math
- maintaining levels 3,4, and 5
- concentration on high level 2 students to get them to level 3
- focus on subgroups based on AMO (white, hispanic, and ED)

## **Every Teacher Contributes to Reading Instruction**

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

## **Preschool Transition**

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

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

Orientation meetings will be held at the start of the school year for kindergarten students and their families to familiarize them with the school and expectations for the coming year. All students are assessed prior to or upon entering within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing.

Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction.

## **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**

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

### **Strategies for improving student readiness for the public postsecondary level**

## 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	67%	57%	No	70%
American Indian				
Asian				
Black/African American				
Hispanic	67%	61%	No	70%
White	66%	54%	No	69%
English language learners				
Students with disabilities	56%		No	60%
Economically disadvantaged	67%	56%	No	70%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	40	29%	33%
Students scoring at or above Achievement Level 4	39	28%	32%

#### 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			

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	60	69%	72%
Students in lowest 25% making learning gains (FCAT 2.0)	61	70%	73%

**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)	12	44%	48%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		26%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		11%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

**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	36	88%	90%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

**Area 3: Mathematics**

**Elementary and Middle School Mathematics**

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	71%	41%	No	74%
American Indian				
Asian				
Black/African American				
Hispanic	71%	41%	No	74%
White	71%	43%	No	74%
English language learners				
Students with disabilities	56%		No	60%
Economically disadvantaged	69%	41%	No	72%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	30	22%	30%
Students scoring at or above Achievement Level 4	26	19%	30%

**Florida Alternate Assessment (FAA)**

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

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	46	53%	60%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	42	48%	52%

**Middle School Acceleration**

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

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

**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	[data excluded for privacy reasons]		22%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		17%

**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			
Students scoring at or above Achievement Level 4			

**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)			
Participation in STEM-related experiences provided for students			

**Area 6: Career and Technical Education (CTE)**

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

**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	30	9%	5%
Students retained, pursuant to s. 1008.25, F.S.	27	8%	4%
Students who are not proficient in reading by third grade	23	33%	20%
Students who receive two or more behavior referrals	10	3%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	8	2%	1%

**Middle School Indicators**

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

**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**

Parent Involvement Plan uploaded to the State.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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**Area 10: Additional Targets**

**Additional targets for the school**

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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## Goals Summary

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

## Goals Detail

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

### Targets Supported

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

### Resources Available to Support the Goal

- TIF teachers
- Academic coach
- PLC
- Professional development
- Paraprofessionals
- Performance Matters
- Special area teachers attached to grade levels
- Tech (Compass, AR, Fast Math, Performance Matters, SmartBoard)
- SMILE Writing Program
- Math Facts
- PBS
- Kagan Structures
- Intensive Immediate Interventions (Triple I)

### Targeted Barriers to Achieving the Goal

- Lack of Systematic Support for Teachers
- Lack of basic skills for students



## Plan to Monitor Progress Toward the Goal

Analyze student data to determine effectiveness of strategies and whether there's a need for instructional changes, discussions with teachers at PLC meetings

**Person or Persons Responsible**

Administration, Classroom Teachers, TIF

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

An increase of student achievement through the use of formative assessments and standardized testing, PLC discussions

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

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

**G1.B1** Lack of Systematic Support for Teachers

**G1.B1.S1** Guided data driven lesson planning during PLC

#### Action Step 1

Guided data analysis to address the needs of students and make instructional decisions

#### Person or Persons Responsible

Administration, TIF teachers, Teachers

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Successful implementation of PLC data meetings

#### Facilitator:

Administration, TIF teachers

#### Participants:

Administration, TIF teachers, Classroom Teachers

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

Regularly attend PLC meetings to monitor progress Monitor successful implementation of data at PLC teams at each grade level View lesson plans on SharePoint

#### Person or Persons Responsible

Administration, TIF Teachers

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Lesson plans, class walk throughs, PLC meeting minutes

## Plan to Monitor Effectiveness of G1.B1.S1

View lesson plans on SharePoint Review data with PLC teams to make instructional decisions

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Monthly

### Evidence of Completion

An increase of student achievement through the use of formative assessments

## G1.B2 Lack of basic skills for students

**G1.B2.S1** Implement math fact program in grades K-5 as well as TIF teacher working specifically with grades 2-5 on targeted math skills.

### Action Step 1

TIF collaborates with classroom teacher on implementation of math fact program in addition to identifying students that need intervention,

### Person or Persons Responsible

TIF Teacher, Classroom Teacher

### Target Dates or Schedule

Daily

### Evidence of Completion

weekly fact assessment

### Facilitator:

TIF Teacher

### Participants:

All Classrooms Teachers

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

Conduct classroom observations, review data at PLC

**Person or Persons Responsible**

Administration, TIF Teacher

**Target Dates or Schedule**

weekly

**Evidence of Completion**

Classroom walk thrus, lesson plans, Pinnacle grades

### Plan to Monitor Effectiveness of G1.B2.S1

Analyze mid-year and end of year student data to determine growth and effectiveness

**Person or Persons Responsible**

Administration, TIF teacher, Classroom Teacher

**Target Dates or Schedule**

End of 2nd Quarter and End of 4th Quarter

**Evidence of Completion**

Post math fact assessments show student increase in addition, subtraction, multiplication, division,  
Mid-year Math CCE

## Coordination and Integration

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

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

#### Title I, Part A

Title I, Title II and other programs coordinate through the SIP process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. All school improvement plans are reviewed at the district level for appropriate use of funds and effective use of resources. This district level review prevents duplication of services and facilitates coordination between schools and departments. This collaboration ensures that all programs support schools.

#### Title I, Part C- Migrant

Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students. Services include after school tutorials in reading and math; health services; and literacy workshops for parents as a result of the coordination of these funds. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

#### Title I, Part D

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

#### Title II, Part A

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

#### Title III

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

#### Title X- Homeless

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

used to provide services to homeless students who are attending Title I schools. Homeless students who attend Title I school-wide or targeted assistance schools may have unique challenges that are not addressed by the regular Title I program at these schools. These challenges may create barriers to full participation in Title I programs and defeat the overarching program goal of helping all students meet challenging state standards. For instance, students residing in shelters, motels, or other overcrowded conditions may not have a quiet place to study at the end of the day and may require extended after-school library time; tutoring and/or accessibility to tutoring as needed, school supplies, expedited evaluations, extended days/ learning opportunities, Saturday schools, summer academic camps, coordination of services with shelters or other homeless service providers, or, a student who is dealing with the stress and anxiety associated with homelessness may not be able to focus on his or her studies and may benefit from school counseling services. Through Title I, Part A, or Title I, Part A, in conjunction with Title X, McKinney-Vento funding homeless students can take part in services that enable them to benefit more from a school's Title I program.

#### Supplemental Academic Instruction (SAI)

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

#### Violence Prevention Programs

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

#### Nutrition Programs

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

#### Housing Programs

##### Head Start

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

##### Adult Education

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

##### Career and Technical Education

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

##### Job Training

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

Certification. Each attendance zone also includes a comprehensive high school with career academies.

Other

Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

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

#### G1.B1 Lack of Systematic Support for Teachers

##### G1.B1.S1 Guided data driven lesson planning during PLC

###### PD Opportunity 1

Guided data analysis to address the needs of students and make instructional decisions

###### Facilitator

Administration, TIF teachers

###### Participants

Administration, TIF teachers, Classroom Teachers

###### Target Dates or Schedule

Monthly

###### Evidence of Completion

Successful implementation of PLC data meetings



**G1.B2** Lack of basic skills for students

**G1.B2.S1** Implement math fact program in grades K-5 as well as TIF teacher working specifically with grades 2-5 on targeted math skills.

**PD Opportunity 1**

TIF collaborates with classroom teacher on implementation of math fact program in addition to identifying students that need intervention,

**Facilitator**

TIF Teacher

**Participants**

All Classrooms Teachers

**Target Dates or Schedule**

Daily

**Evidence of Completion**

weekly fact assessment

## Appendix 2: Budget to Support School Improvement Goals