



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Tortuga Preserve Elementary School

1711 GUNNERY RD N
Lehigh Acres, FL 33971
239-693-5023
<http://tpe.leeschools.net>

School Demographics

School Type
Elementary School

Title I
Yes

Free and Reduced Lunch Rate
83%

Alternative/ESE Center
No

Charter School
No

Minority Rate
74%

School Grades History

2013-14
F

2012-13
D

2011-12

2010-11

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
Focus Year 3 or more	5	Gayle Sitter

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

Current School Status

School Information

School-Level Information

School

Tortuga Preserve Elementary School

Principal

Alane Adams

School Advisory Council chair

Jennifer Mooneyham/Tracy Fisher

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

Name	Title
Elizabeth Feliciano	Assistant Principal
Tracy Fisher	K-2 Academic Coach
Lacie Brock	Reading Coach
Shandra Backens	Math Coach
Mary Jo Howard	Kindergarten Team Lead
Kelly Mains	Kindergarten Team Lead
Na'shara Tyson	1st Grade Team Lead
Chansi Akridge	2nd Grade Team Lead
Carmen Rodriguez	3rd Grade Team Lead
Inez Garcia	4th Grade Team Lead
Amy Trudel	5th Grade Team Lead
Heidi Brennen	Science Coach / Encore Team Lead
Rose Flecha	ESE Team Lead
Amy Bobak	Curriculum Specialist

District-Level Information

District

Lee

Superintendent

Dr. Nancy J Graham

Date of school board approval of SIP

1/10/2014

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

Tracy Fisher - SAC co-chair
Jennifer Mooneyham - SAC co-chair
Alane Adams - Principal
Don Labrie - Teacher
Jason Nice - Teacher
Glen Nolen - Parent Member
Luz-Helena Arias - Staff
Francisco Mata - Parent
Jeff Ogle - Business Member
David Reigle - Community Member
Na'Shara Tyson - Teacher
Ron DeFreitas - Community Member / Parent
Oneida Rivera - Parent / ESOL paraprofessional
Jennifer Cohen - Parent Member
Esther Andalia - Parent
Alisha Coakley - White

Involvement of the SAC in the development of the SIP

SAC members will review the working document, offer revision suggestions, and provide approval on 9/12/13.

Activities of the SAC for the upcoming school year

SAC members will be informed and updated on data related to SIP goals and school initiatives related to student achievement. SAC will be provided the opportunity to offer suggestions on parent involvement activities.

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

School improvement funds will be allocated to school wide data driven initiatives related to student achievement.

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:

Alane Adams		
Principal	Years as Administrator: 16	Years at Current School: 1

Credentials
 MS: Education Leadership
 BA: Elementary Education / Deaf Education / ESOL

Performance Record

Elizabeth Feliciano		
Asst Principal	Years as Administrator: 1	Years at Current School: 1

Credentials
 MS: Educational Leadership
 BA: Speech and Language
 ESOL / ESE K-12 / Gen Ed - PreK-3

Performance Record

Instructional Coaches

of instructional coaches
 4

receiving effective rating or higher
 (not entered because basis is < 10)

Instructional Coach Information:

Lacie Brock		
Full-time / School-based	Years as Coach: 0	Years at Current School: 1

Areas Reading/Literacy, Mathematics, RtI/MTSS

Credentials

Performance Record

Tracy Fisher		
Full-time / School-based	Years as Coach: 0	Years at Current School: 1

Areas Reading/Literacy, Mathematics, RtI/MTSS

Credentials

Performance Record

Shandra Backens		
Full-time / School-based	Years as Coach: 0	Years at Current School: 0

Areas Reading/Literacy, Mathematics, Science, RtI/MTSS

Credentials

Performance Record

Amy Bobak

Full-time / School-based

Years as Coach: 1

Years at Current School: 1

Areas

Reading/Literacy, Mathematics, Science, Data, Other

Credentials**Performance Record****Classroom Teachers****# of classroom teachers**

60

receiving effective rating or higher

48, 80%

Highly Qualified Teachers

100%

certified in-field

60, 100%

ESOL endorsed

31, 52%

reading endorsed

12, 20%

with advanced degrees

10, 17%

National Board Certified

0, 0%

first-year teachers

11, 18%

with 1-5 years of experience

28, 47%

with 6-14 years of experience

15, 25%

with 15 or more years of experience

6, 10%

Education Paraprofessionals**# of paraprofessionals**

12

Highly Qualified

12, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

2

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

Our school uses the District's plan to recruit and retain highly qualified, certified-in-field, effective teachers to the school. The principal conducts intensive interviews, contracts references, provides specific new teacher training, pairs new teachers with mentors and conducts monthly meetings with new teachers to the school to reinforce teaching techniques, processes, and to provide support.

Alane Adams, Principal

Elizabeth Feliciano - Assistant Principal

Amy Bobak - Curriculum Specialist

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

All first year Teachers are paired with effective mentor teachers who have completed Clinic Education and have agreed to mentor a new teacher. In addition, consideration of grade level, personality, strengths and weaknesses play a part in pairing. Planned mentoring activities include: scheduled meetings focused on areas of need or on processes, observations, pre & post conferences, model lessons, discussion of best practices, coaching and classroom management and check-in's.

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 Tortuga Preserve Elementary here 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/Math Coach/Specialist
- 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
- Curriculum Specialist
- 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

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

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

The Lee County School District has hired District level support personnel to sustain the implementation of the MTSS problem-solving process for all students within schools. They provide training, coaching, modeling, data analysis, and guidance to assist schools with the implementation of supplemental and intensive strategies designed to improve the educational outcomes for students with academic and behavioral needs within a multi-tiered system of student 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: Before or After School Program

Minutes added to school year:

All teachers will incorporate intervention time (WINN time - What I Need NOW) for all students that require additional support or enrichment in core academic subjects based on District common assessments and teacher made formative assessments.

Teachers will use data to drive instruction, to enrich or remediate students based on needs..

In addition, students in grades 3, 4 & 5 will be offered the opportunity to participate in afterschool tutoring based on their specific need.

Being a STEM based school, students participate in Quarterly STEM projects that promote higher order critical thinking skills.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

Data is collected through our school wide created data dashboard, Sharepoint, Performance Matters. Individual Student Developmental Gains will be used to monitor and determine the effectiveness of the above strategies.

Who is responsible for monitoring implementation of this strategy?

Teacher's, Coaches and Administration are responsible to monitor implementation.

Literacy Leadership Team (LLT)

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

Name	Title
Tracy Fisher	Coach - K/1
Shandra Backens	Coach - 4/5
Lacie Brock	Coach 2/3
Alane Adams	Principal
Amy Bobak	Curriculum Speciliast
Mary Jo Howard	Kindergarten Teacher
Courtney Estes	First Grade Teacher
Chansi Akridge	Second Grade Teacher
Jason Nice	Third Grade Teacher
Inez Garcia	Fourth Grade Teacher
Amy Trudel	Fifth Grade Teacher
Heidi Brennen	Science Teacher

How the school-based LLT functions

Each month the LLT team meets to review and discuss the schools SIP goals. Each grade level representative shares their grade level's progress towards these goals. School wide data is discussed and desegregated by sub groups. Discussion centers around needs: which include training, movement of students, WINN groups, or individual assistance.

Major initiatives of the LLT

The major goal of the LLT is that every student will read on grade level by the end of the school year or make one years academic gain in Reading. Proper implementation of Common Core will be a major initiative.. Extensive Training in Differentiated Instruction, CRA model and Reading Strategies will be on-going throughout the year.

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 prior to 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.

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

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	78	29%	34%
Students scoring at or above Achievement Level 4	65	24%	26%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	87	60%	65%
Students in lowest 25% making learning gains (FCAT 2.0)	19	50%	60%

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)	21	48%	51%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	15	34%	37%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	15	34%	37%

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	40	46%	50%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics**Elementary and Middle School Mathematics****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	94	35%	37%
Students scoring at or above Achievement Level 4	34	11%	17%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	65	45%	50%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	13	34%	60%

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	25	29%	35%
Students scoring at or above Achievement Level 4	14	12%	15%

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)	50		65
Participation in STEM-related experiences provided for students	694	100%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	33	38%	32%
Students retained, pursuant to s. 1008.25, F.S.	65	9%	7%
Students who are not proficient in reading by third grade	38	40%	35%
Students who receive two or more behavior referrals	36	5%	4%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	75	10%	8%

Area 9: Parent Involvement

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

Parental involvement targets for the school

See Title I Parent Involvement Plan

Specific Parental Involvement Targets

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

- G1.** To incorporate the use of best research based instructional practices across the content area to increase student achievement.

Goals Detail

G1. To incorporate the use of best research based instructional practices across the content area to increase student achievement.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Social Studies
- Science
- Science - Elementary School
- STEM
- EWS
- EWS - Elementary School
- Additional Targets

Resources Available to Support the Goal

- Instructional Coaches / Curriculum Specialist
- Professional Learning Community time set in master schedule for both grade level and faculty academic conversations/training
- Common Assessment Data
- District Academic Plan/Curriculum
- Resource Teachers
- Title One Parent Involvement Specialist
- FDLRS (staff development)
- District Curriculum Support
- Guidance Counselor
- On-line Professional Development
- Walk-through data

Targeted Barriers to Achieving the Goal

- Lack of student collaborative tasks at the appropriate level of rigor.
- Lack of the use of differentiated instruction

Plan to Monitor Progress Toward the Goal

Monitor AMOs using School wide data

Person or Persons Responsible

A+ team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Increase in student achievement evident in Common Assessment student data collected; Student DSS scores on FCAT 2.0 showing appropriate growth according to state standards

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. To incorporate the use of best research based instructional practices across the content area to increase student achievement.

G1.B1 Lack of student collaborative tasks at the appropriate level of rigor.

G1.B1.S1 Incorporate collaborative student tasks at the appropriate level of rigor in the classroom

Action Step 1

Create a Professional Development Calendar focused on high rigor, research based, instructional best practices.

Person or Persons Responsible

SLT Team

Target Dates or Schedule

September 18, 2013

Evidence of Completion

Master Calendar of Professional Development

Action Step 2

Provide inservices as established on School based Professional Development Calendar

Person or Persons Responsible

SLT and Administration

Target Dates or Schedule

Each week

Evidence of Completion

Inservice Records

Facilitator:

Instructional Coaches

Participants:

All Instructional Staff

Action Step 3

Monitor attendance of Inservices by Instructional Staff

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Inservice Records

Action Step 4

Utilize PLC time to share and create lessons that incorporate instructional best practices

Person or Persons Responsible

Each Grade level / Instructional Coaches

Target Dates or Schedule

Common Planning Time Weekly

Evidence of Completion

Minutes and Lesson Plans

Action Step 5

Utilization of Instructional Coaches to provide tiered support.

Person or Persons Responsible

Instructional Coaches

Target Dates or Schedule

As Needed

Evidence of Completion

Coaches' Log

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

Document the alignment of research based instruction best practices from Inservice to lesson plans to classroom use.

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Classroom Walk-through data

Plan to Monitor Effectiveness of G1.B1.S1

Analyze student achievement data

Person or Persons Responsible

Each grade level PLC team, Administration, A+ team

Target Dates or Schedule

On-going

Evidence of Completion

Adequate yearly gains in student achievement data per classroom

G1.B5 Lack of the use of differentiated instruction

G1.B5.S1 Build a professional development plan for all staff that supports the blending and implementation of Differentiated Instruction.

Action Step 1

Inservice on Differentiated Instruction

Person or Persons Responsible

Two teachers on each grade level

Target Dates or Schedule

October 2013 - December 2013

Evidence of Completion

Inservice Record

Facilitator:

FDLrS - Rachel Taylor

Participants:

Two teachers from each grade level

Action Step 2

Each trained teacher will provide professional development to grade level based on learning from Professional Development.

Person or Persons Responsible

All Classroom Teachers

Target Dates or Schedule

During Common Planning time and Extended day

Evidence of Completion

Inservice Record

Facilitator:

Trained Teachers

Participants:

All Classroom Teachers

Action Step 3

Utilize PLC time to share and create lessons that incorporate instructional best practices

Person or Persons Responsible

PLC Teams, Instructional Coaches, Administration

Target Dates or Schedule

Common Planning time

Evidence of Completion

Minutes, Lesson Plans, Created Units

Action Step 4

Utilize Instructional coaches to provide tiered support.

Person or Persons Responsible

Instructional Coaches

Target Dates or Schedule

As needed

Evidence of Completion

Coaches' Logs

Plan to Monitor Fidelity of Implementation of G1.B5.S1

Document the alignment and use of research based instruction best practices on Differentiated Instruction from inservice to lesson plans to classroom use

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Classroom Walk-through data

Plan to Monitor Effectiveness of G1.B5.S1

Analyze student achievement data

Person or Persons Responsible

PLC Grade level teams, administration, A+ Team

Target Dates or Schedule

Monthly

Evidence of Completion

Consistent gains in achievement data for all students; Increase in student achievement evident in Common Assessment student data collected

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. To incorporate the use of best research based instructional practices across the content area to increase student achievement.

G1.B1 Lack of student collaborative tasks at the appropriate level of rigor.

G1.B1.S1 Incorporate collaborative student tasks at the appropriate level of rigor in the classroom

PD Opportunity 1

Provide inservices as established on School based Professional Development Calendar

Facilitator

Instructional Coaches

Participants

All Instructional Staff

Target Dates or Schedule

Each week

Evidence of Completion

Inservice Records

G1.B5 Lack of the use of differentiated instruction

G1.B5.S1 Build a professional development plan for all staff that supports the blending and implementation of Differentiated Instruction.

PD Opportunity 1

Inservice on Differentiated Instruction

Facilitator

FDLrS - Rachel Taylor

Participants

Two teachers from each grade level

Target Dates or Schedule

October 2013 - December 2013

Evidence of Completion

Inservice Record

PD Opportunity 2

Each trained teacher will provide professional development to grade level based on learning from Professional Development.

Facilitator

Trained Teachers

Participants

All Classroom Teachers

Target Dates or Schedule

During Common Planning time and Extended day

Evidence of Completion

Inservice Record

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	Professional Development	Total
	\$0	\$0	\$0
Title One; Title II	\$0	\$0	\$0
Total	\$0	\$0	\$0

Budget Details

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

G1. To incorporate the use of best research based instructional practices across the content area to increase student achievement.

G1.B1 Lack of student collaborative tasks at the appropriate level of rigor.

G1.B1.S1 Incorporate collaborative student tasks at the appropriate level of rigor in the classroom

Action Step 1

Create a Professional Development Calendar focused on high rigor, research based, instructional best practices.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G1.B5 Lack of the use of differentiated instruction

G1.B5.S1 Build a professional development plan for all staff that supports the blending and implementation of Differentiated Instruction.

Action Step 1

Inservice on Differentiated Instruction

Resource Type

Professional Development

Resource

FDLRs. District Workshop / Conferences

Funding Source

Title One; Title II

Amount Needed