



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Colonial Elementary School

3800 SCHOOLHOUSE RD E

Fort Myers, FL 33916

239-939-2242

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

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 95%
Alternative/ESE Center No	Charter School No	Minority Rate 89%

School Grades History

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

Colonial Elementary School

Principal

Catherine Scoville

School Advisory Council chair

Myriam Salinas

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

Name	Title
Linda Buckley	Assistant Principal
Tracy Gregory	Curriculum Specialist
Sally Ball	Teacher Leader
Emily Maloney	Teacher Leader
Justin Speiser	Math Coach
Barbara Harrington	Reading Coach
Eric Gregory	Technology Specialist
Penny Branham	Science Coach

District-Level Information

District

Lee

Superintendent

Dr. Nancy J Graham

Date of school board approval of SIP

10/22/2013

School Advisory Council (SAC)

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

Membership of the SAC

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal (Catherine Scoville) and an appropriately balanced number of teachers (Dan Marino, Sue Donnelly, Emily Maloney, Jen Smith, Barbara Harrington, Courtney Given and Michelle Campbell), education support employees (Amy Bilardo and Merry Flores), parents (Giccia Saquic, Yajmin Mongre, Ediane Telusma, Jeanette Colon, Delisear Kesnor, Susan Mills, Marilyn Lopez, Janet Hand, Tania Cardec, Lorena Neira, Hilda Ortega, Tiffani Schmidt, Mariam Salinas and Angelique Habig) and other business (Gary Scoville) and community (Marilyn Simmers) citizens who are representative of the ethnic, racial, and economic community served by the school.

Involvement of the SAC in the development of the SIP

The School Advisory Council will meet to discuss the school's goals and targets and approve them or recommend changes.

Activities of the SAC for the upcoming school year

Support the teachers with the implementation of the new reading series and math series and the journey to becoming a Professional Learning Community.

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

Unknown

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

N/A

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:

Catherine Scoville

Principal

Years as Administrator: 9

Years at Current School: 0

Credentials

Bachelor of Arts Elementary Education / Specific Learning Disabilities

Master of Science Educational Leadership

Certifications: Elementary Education 1 - 6, Mathematics 6 - 12, Educational Leadership K - 12, School Principal, ESOL Endorsement

Performance Record

Assistant Principal of South Fort Myers High School last 9 years:

School Grade 12-13: TBD

School Grade 11-12: A

School Grade 10-11: C

2012-2013 FCAT Data

Reading Mastery: 46%

Math Mastery: 47%

Writing Mastery: 62%

Science Mastery: 55%

Linda Buckley		
Asst Principal	Years as Administrator: 15	Years at Current School: 1
Credentials	Bachelor of Science in Elementary Education Master of Science in Educational Leadership Certifications: Early Childhood PK-3, Elementary Education 1-6, Educational Leadership K-12	
Performance Record	Assistant Principal of Colonial Elementary 2012-2013. School Grade 12-13: D 2012-2013 FCAT Data Reading Mastery: 43% Math Mastery: 37% Writing Mastery: 73% (3.0+) Science Mastery: 33% Assistant Principal: Early Childhood Center 2011-2012 11/12: Federal Triennial Review- No finding FLKRS Readiness Rate 2010-2011: 2 low performing providers 2011-12: 9 programs on probation. Principal on Assignment: Interventions (ARRA Grant) 2010-2011 10/11: District Grade A Reading Mastery: 70% Math Mastery: 74% Writing Mastery: 87% Science Mastery: 47%	

Instructional Coaches

of instructional coaches

3

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Barbara Harrington		
Full-time / School-based	Years as Coach: 0	Years at Current School: 12
Areas	Reading/Literacy	
Credentials	Bachelor of Arts in Elementary Education and Specific Learning Disabilities Master's Degree in Reading Certifications: Elementary Education 1-6, Reading Endorsement, ESOL Endorsement, Specific Learning Disabilities	
Performance Record	2012-2013: Manager Rating of Highly Effective, Student Growth Rating TBD 2011-2012: Manager Rating of Effective, Student Growth Rating of Effective	

Justin Speiser		
Full-time / School-based	Years as Coach: 0	Years at Current School: 8
Areas	Mathematics	
Credentials	Bachelor of Arts in Elementary Education Florida Certifications:Elementary Education K – 6; ESOL Endorsement	
Performance Record	2012-2013: Manager Rating of Highly Effective, Student Growth Rating TBD 2011-2012: Manager Rating of Effective, Student Growth Rating of Effective	

Penny Branham		
Part-time / District-based	Years as Coach: 0	Years at Current School: 0
Areas	Science	
Credentials	Bachelor of Science in Elementary Education Master of Business Administration in Public Administration Florida Certifications: Elementary Education K-6, ESE K-12	
Performance Record	2012-2013 Manager Evaluation Unknown	

Classroom Teachers

# of classroom teachers	55
# receiving effective rating or higher	49, 89%
# Highly Qualified Teachers	100%
# certified in-field	55, 100%
# ESOL endorsed	36, 65%
# reading endorsed	5, 9%
# with advanced degrees	21, 38%
# National Board Certified	0, 0%
# first-year teachers	4, 7%

with 1-5 years of experience

17, 31%

with 6-14 years of experience

18, 33%

with 15 or more years of experience

16, 29%

Education Paraprofessionals**# of paraprofessionals**

23

Highly Qualified

23, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

7

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

At Colonial Elementary we provide site-based mentoring and/or professional development offered to new teachers; attend Job Fair (to recruit new teachers); and assign leadership roles/responsibilities (to retain teacher-leaders), etc.

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

At Colonial Elementary each mentee has a mentor teacher that observes the mentee's instruction and provides feedback. Lesson planning is done with the grade level. Student progress is discussed and analyzed with mentor and with a data team. Mentees have the opportunity and are encouraged to co-teach and/or observe a mentor teaching a lesson. TIF teacher leaders are also utilized to support new teachers by co-teaching with them and modeling lessons.

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 Colonial Elementary meets on a weekly, monthly, as needed basis to analyze school and/or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student 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/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

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

Colonial 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: 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

Name	Title
Noel Costallos	Kindergarten Teacher
Nora McDonald	First Grade Teacher
Nicole Martin	Second Grade Teacher
Mary McCloud	Second Grade Teacher
Donna Cooper	Fifth Grade Teacher
Barbara Harrington	Reading Coach
Kimberly Clements	School Counselor
Heather Newborn	Third Grade Teacher
Scott Hall	Fourth Grade Teacher
Linda Buckley	Assistant Principal
Catherine Scoville	Principal
Tracy Gregory	Curriculum Specialist
Emily Maloney	Teacher Leader
Sally Ball	Teacher Leader

How the school-based LLT functions

The LLT meets once a month. The chairperson provides an agenda and runs the meetings. As a team, we set literacy goals and establish literacy expectations that we communicate to the rest of the school during grade level meetings and staff meetings. We review data to determine our areas of need and discuss ways to implement interventions.

Major initiatives of the LLT

Supporting teachers with the new reading curriculum, implementing science and social studies into the literacy block, and becoming a professional learning community.

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

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	54%	43%	No	59%
American Indian				
Asian				
Black/African American	51%	38%	No	56%
Hispanic	53%	45%	No	58%
White	66%	80%	Yes	69%
English language learners	42%	32%	No	48%
Students with disabilities	40%	29%	No	46%
Economically disadvantaged	53%	43%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	80	29%	34%
Students scoring at or above Achievement Level 4	30	11%	16%

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>		39%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		48%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	89	56%	61%
Students in lowest 25% making learning gains (FCAT 2.0)	30	74%	79%

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)	[data excluded for privacy reasons]		29%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		20%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		12%

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	35	40%	45%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		80%

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	53%	37%	No	58%
American Indian				
Asian				
Black/African American	46%	30%	No	51%
Hispanic	63%	44%	No	67%
White	77%	67%	Yes	79%
English language learners	39%	43%	Yes	45%
Students with disabilities	43%	23%	No	48%
Economically disadvantaged	53%	36%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	75	27%	31%
Students scoring at or above Achievement Level 4	21	8%	12%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		58%
Students scoring at or above Level 7	[data excluded for privacy reasons]		5%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	73	47%	52%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	23	57%	62%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	24	27%	31%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		10%

Florida Alternate Assessment (FAA)

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

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)	5		7
Participation in STEM-related experiences provided for students	363	48%	50%

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	79	10%	7%
Students retained, pursuant to s. 1008.25, F.S.	18	2%	1%
Students who are not proficient in reading by third grade	52	54%	50%
Students who receive two or more behavior referrals	68	9%	7%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	96	13%	10%

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

Please refer to 2013-2014 Parent Involvement Plan.

Specific Parental Involvement Targets

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

- G1.** Increase student achievement gains through the use of data-driven collaborative planning.
- G2.** Foster a positive learning environment by implementing a school-wide positive behavior support system.

Goals Detail

G1. Increase student achievement gains through the use of data-driven collaborative planning.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Science - Elementary School
- STEM - All Levels
- EWS - Elementary School

Resources Available to Support the Goal

- Academic Coaches
- Teacher Leaders
- Administrators
- New Reading Series
- Monthly Professional Development
- Weekly Common Planning Time

Targeted Barriers to Achieving the Goal

- Lack of understanding and use of data for collaborative planning.

Plan to Monitor Progress Toward the Goal

District and State Assessment Data

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

A+ Data Team Meeting Minutes, Data Charts, FCAT 2.0 Data, FCAT Writes Data, STAR and STAR Early Literacy Data

G2. Foster a positive learning environment by implementing a school-wide positive behavior support system.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Science - Elementary School
- STEM - All Levels
- Parental Involvement
- EWS - Elementary School

Resources Available to Support the Goal

- Parent Involvement Specialist
- Social Worker
- Administration
- Front Office Staff
- Communication Envelopes
- Teachers
- ParentLink

Targeted Barriers to Achieving the Goal

- Lack of mutual respect and rapport.

Plan to Monitor Progress Toward the Goal

Pull discipline referral reports to monitor data.

Person or Persons Responsible

A+ Data Team

Target Dates or Schedule:

Monthly

Evidence of Completion:

Printed reports, data team meeting minutes

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase student achievement gains through the use of data-driven collaborative planning.

G1.B1 Lack of understanding and use of data for collaborative planning.

G1.B1.S1 Provide professional development, support, and monitoring for the effective use of data in collaborative planning.

Action Step 1

Create a monthly professional development calendar that focuses on collaborative planning and student engagement.

Person or Persons Responsible

Sally Ball Emily Maloney Justin Speiser Barbara Harrington Penny Branham

Target Dates or Schedule

Draft calendar written by October 31st

Evidence of Completion

PD Calendar

Action Step 2

Deliver monthly professional development sessions.

Person or Persons Responsible

Katie Scoville, Linda Buckley, Tracy Gregory, Eric Gregory, Emily Maloney, Sally Ball, Barbara Harrington, Justin Speiser, Penny Branham

Target Dates or Schedule

Monthly

Evidence of Completion

Exit tickets, agendas, attendance records

Facilitator:

School-based Leadership Team

Participants:

Teachers

Action Step 3

Facilitate a collaborative planning session.

Person or Persons Responsible

DA Team

Target Dates or Schedule

November 14, 2013 and November 19, 2013

Evidence of Completion

Lesson Plans, Classroom Walk-through Data, Sign-in Sheets, Student Work

Action Step 4

Provide support for coaching cycles to include facilitation of data-driven collaborative planning.

Person or Persons Responsible

DA Team

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Coaching logs, lesson plans, student data, classroom walk-through data

Facilitator:

DA Team

Participants:

School-based leadership team

Action Step 5

Monitor use of strategies taught at professional development sessions.

Person or Persons Responsible

K: Tracy, Katie 1: Barb, Eric 2: Sally, Linda 3: Justin 4: Emily 5: Penny DA Team will observe all grade levels.

Target Dates or Schedule

Weekly

Evidence of Completion

Grade Level Implementation Plans, Lesson Plans, Classroom Walk-Throughs, Teacher Feedback Sheet

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

Post the PD calendar onto the school calendar. Collect exit tickets from each PD session, teacher feedback surveys, lesson plans, attendance rosters

Person or Persons Responsible

PD Calendar: Katie Scoville Exit Tickets: Emily Maloney Teacher Feedback Surveys: Sally Ball
Lesson Plans: Tracy Gregory Attendance Rosters: Linda Buckley

Target Dates or Schedule

PD Calendar: November 1st Exit Tickets: After each monthly meeting Teacher Feedback Surveys:
The last day of the month following the professional development session, i.e. the end of December
for November's session Lesson plans: The Friday following the week of the professional development
session Attendance Rosters: After each professional development session

Evidence of Completion

PD Calendar, Exit Tickets, Teacher Feedback Surveys, Lesson Plans, Attendance Rosters, Planning Sign-In Sheets, Coaching Logs, and Classroom Walk-through Data will be housed in a binder.

Plan to Monitor Effectiveness of G1.B1.S1

Grade-level PLC Minutes Reflect use of Data, A+ Data Team Meeting Minutes, Detailed Differentiated Center Plans

Person or Persons Responsible

Grade-level PLC Minutes Reflect use of Data and Detailed Differentiated Center Plans: K: Tracy, Katie 1: Barb, Eric 2: Sally, Linda 3: Justin 4: Emily 5: Penny DA Team District Curriculum and Staff Development Team A+ Data Team Meeting Minutes: Tracy

Target Dates or Schedule

Grade-level PLC Minutes Reflect use of Data and Detailed Differentiated Center Plans: Weekly A+ Data Team Meeting Minutes: Monthly

Evidence of Completion

Grade-Level PLC Meeting Minutes with Data Charts, A+ Data Team Meeting Minutes Targeting Student Data, Student Work Samples from Differentiated Centers, Progress Monitoring Data

G2. Foster a positive learning environment by implementing a school-wide positive behavior support system.

G2.B1 Lack of mutual respect and rapport.

G2.B1.S1 Provide teachers with a student-centered behavior system that allows students to take ownership of their behaviors and offers suggestions to teachers on building rapport with the students.

Action Step 1

School-based PBS Team will train the teachers in PBS during pre-school week, introduce the discipline flow chart, and explain the Classroom Behavior Report. Teachers will brainstorm school-wide incentives and choose between two possible reward systems: token economy and signature grid.

Person or Persons Responsible

PBS Team: Katie Scoville, Linda Buckley, Sue Donnelly, Tracy Gregory, Eric Gregory, Samantha Severance, Kaleena Lavariega, Libby Catto, Kim Clements

Target Dates or Schedule

Pre-School Week

Evidence of Completion

Pre-School agenda, powerpoint presentation, positive behavior incentives list, reward system selection

Facilitator:

PBS Team

Participants:

Teachers

Action Step 2

PBS Team will meet monthly to review behavior data, discuss teacher concerns, discuss positives and negatives of the system, and adapt the program as necessary.

Person or Persons Responsible

PBS Team

Target Dates or Schedule

Monthly

Evidence of Completion

PBS Team Meeting Minutes

Action Step 3

Grade-level PLC groups will meet with Pam Bruening, PBS Support Coach, to work on the following: 1) Identify what the school-wide expectations look like in each grade level and in common areas throughout the building. 2) Create/Edit Reward and Recognition Menus 3) Classroom Discipline Procedures, CBR, and Strategic Classroom Structures

Person or Persons Responsible

Pam Bruening and teachers

Target Dates or Schedule

October 23rd, November 12th, November 20th

Evidence of Completion

Classroom SOAR Expectations list and common area SOAR Expectations list

Action Step 4

Professional Development on Deescalation Techniques (TEACH)

Person or Persons Responsible

District Behavior Support Personnel

Target Dates or Schedule

By the end of November

Evidence of Completion

Attendance Rosters, Professional Development Agenda

Facilitator:

District Behavior Support Personnel (Jennifer Andoscia, Libby Catto)

Participants:

Teachers

Action Step 5

Grade-level PLC groups will meet to discuss Early Warning System Data.

Person or Persons Responsible

School-based Leadership Team

Target Dates or Schedule

Bi-Quarterly

Evidence of Completion

Attendance Rosters, Grade-level Data Binders

Action Step 6

Students will Complete a School Climate Survey.

Person or Persons Responsible

Kim Clements

Target Dates or Schedule

Once per semester

Evidence of Completion

Survey Data

Action Step 7

Teachers will receive Classroom Dojo training so they can use it as a resource for PBS.

Person or Persons Responsible

Fourth grade and any other grade levels interested.

Target Dates or Schedule

As needed

Evidence of Completion

Agenda, minutes, observation of Classroom Dojo in action during Classroom Walk-throughs

Facilitator:

Penny Branham, Science Coach

Participants:

Fourth grade teachers and others if needed

Action Step 8

Behavior Intervention Group for Students with multiple referrals

Person or Persons Responsible

Dr. Clements, School Counselor

Target Dates or Schedule

Weekly

Evidence of Completion

Parent Progress Reports

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

PBS meetings scheduled on the school calendar PBS Lessons posted on SharePoint Collection of pre-school agenda, powerpoint presentation, school-wide incentive ideas, grade-level classroom behavior systems, PBS team meeting minutes, Classroom and common area SOAR Expectations lists

Person or Persons Responsible

Meetings on the calendar: Katie Scoville PBS lessons posted on SharePoint: Eric Gregory Collection of pre-school agenda and PowerPoint presentations: Katie Scoville Collection of school-wide incentive ideas: Linda Buckley Collection of grade-level classroom behavior systems: Linda Buckley Collection of PBS Team Meeting Minutes: Sue Donnelly Collection of Classroom and Common Area SOAR Expectations lists: Tracy Gregory

Target Dates or Schedule

Meetings on the calendar: October 31st PBS lessons posted on SharePoint: First week of school Collection of pre-school agenda and PowerPoint presentations: First week of school Collection of school-wide incentive ideas: October 23rd Collection of grade-level classroom behavior systems: Collection of PBS Team Meeting Minutes: Monthly Collection of Classroom and Common Area SOAR Expectations lists: October 23rd

Evidence of Completion

PBS Lessons, pre-school agenda, powerpoint presentation, school-wide incentive ideas, grade-level classroom behavior systems, PBS team meeting minutes, classroom and common area SOAR Expectations lists will be housed in a binder.

Plan to Monitor Effectiveness of G2.B1.S1

Discipline data will be reviewed monthly

Person or Persons Responsible

A+ Data Team and PBS Team

Target Dates or Schedule

Monthly meetings

Evidence of Completion

Meeting minutes

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 through the use of data-driven collaborative planning.

G1.B1 Lack of understanding and use of data for collaborative planning.

G1.B1.S1 Provide professional development, support, and monitoring for the effective use of data in collaborative planning.

PD Opportunity 1

Deliver monthly professional development sessions.

Facilitator

School-based Leadership Team

Participants

Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Exit tickets, agendas, attendance records

PD Opportunity 2

Provide support for coaching cycles to include facilitation of data-driven collaborative planning.

Facilitator

DA Team

Participants

School-based leadership team

Target Dates or Schedule

Bi-monthly

Evidence of Completion

Coaching logs, lesson plans, student data, classroom walk-through data

G2. Foster a positive learning environment by implementing a school-wide positive behavior support system.

G2.B1 Lack of mutual respect and rapport.

G2.B1.S1 Provide teachers with a student-centered behavior system that allows students to take ownership of their behaviors and offers suggestions to teachers on building rapport with the students.

PD Opportunity 1

School-based PBS Team will train the teachers in PBS during pre-school week, introduce the discipline flow chart, and explain the Classroom Behavior Report. Teachers will brainstorm school-wide incentives and choose between two possible reward systems: token economy and signature grid.

Facilitator

PBS Team

Participants

Teachers

Target Dates or Schedule

Pre-School Week

Evidence of Completion

Pre-School agenda, powerpoint presentation, positive behavior incentives list, reward system selection

PD Opportunity 2

Professional Development on Deescalation Techniques (TEACH)

Facilitator

District Behavior Support Personnel (Jennifer Andoscia, Libby Catto)

Participants

Teachers

Target Dates or Schedule

By the end of November

Evidence of Completion

Attendance Rosters, Professional Development Agenda

PD Opportunity 3

Teachers will receive Classroom Dojo training so they can use it as a resource for PBS.

Facilitator

Penny Branham, Science Coach

Participants

Fourth grade teachers and others if needed

Target Dates or Schedule

As needed

Evidence of Completion

Agenda, minutes, observation of Classroom Dojo in action during Classroom Walk-throughs

Appendix 2: Budget to Support School Improvement Goals