

Pelican Marsh Elementary School

9480 AIRPORT RD N, Naples, FL 34109

[no web address on file]

School Demographics

School Type
Elementary

Title I
No

Free/Reduced Price Lunch
32%

Alternative/ESE Center
No

Charter School
No

Minority
33%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

School Board Approval

This plan is pending approval by the Collier County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, 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. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, 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 Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Pelican Marsh Elementary provides a safe harbor for innovative instructional practices and continuously shines a guiding beacon of light for maximum academic achievement.

Provide the school's vision statement

Pelican Marsh is a community that honors all learners.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Our school recognizes the importance of understanding our students' cultural backgrounds and using this knowledge to help build positive relationships. We believe that the potential for learning is greatest when there is a connection between school and home. Our teachers seek to learn about their students' cultures and connect these experiences to what is taught in the classroom. Teachers develop and implement classroom activities to better learn their students' backgrounds. Teachers also use a self-assessment checklist regarding their practices pertaining to cultural backgrounds. We also employ William Daggett's Rigor, Relevance, and Relationships framework to promote an understanding of positive relationships in the learning process.

Describe how the school creates an environment where students feel safe and respected before, during and after school

As students arrive at school and throughout the school day until dismissal, there are systems in place to assure student safety. All areas of the school building are monitored by assigned staff. Clear expectations and boundaries are set. Students are greeted warmly by a number of adults as they arrive and move about campus to the cafeteria or to their classrooms. Assistance is provided when needed and at the same time independence is fostered. A large cadre of volunteers provides additional assistance and student Safety Patrol members enhance the systems for ensuring safety and supervision.

Throughout the day Positive Behavior Support is used by bus drivers, teachers, administrators, tutors, and assistants. A focus on recognizing the positive enhances the qualities of respect, responsibility, and hard work as students interact with their peers as well as school staff. Instead of focusing on deficits, the school environment is one that protects and nurtures students' strengths.

Open and responsive communication is modeled and encouraged. A sense of empowerment is nurtured through this building of supportive relationships. A sense of belonging to the Pelican Marsh community is nurtured for each individual. In order to support these efforts, our school counselor works with individual students, small groups, and classroom groups on topics including anger management, conflict resolution, grief, positive social skills, and bullying. This year the entire school community is focused on fostering grit, resilience, and promoting kindness.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Pelican Marsh Elementary School is committed to providing a safe and orderly learning environment for all students. A school-wide behavior support program is based on positive reinforcement, character education, respect, and responsibility. Rules and expectations are taught, modeled, and coached by the entire staff. Pelican Marsh is recognized by the state of Florida as a Gold Level Model Positive Behavior Support (PBS) school.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Our School Counselor supports teachers and families with concerns regarding the social-emotional needs of our students. Need-based groups on topics such as grief, anger management, social development, and peer relationships are conducted to support our students. Additionally, individual counseling is provided when needed. The counselor advises families of resources that are available in our community beyond the school provided services. Also, faculty and staff serve as mentors to students.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Attendance, discipline, and student performance are closely monitored and form the basis of student intervention plans:

- Assistant Principal and district personnel monitor attendance for all students. Our staff meets with students and their families to develop and implement plans to improve attendance as needed.
- Our leadership team meets weekly to review Student Pass discipline referrals and infractions, and any concerns shared by teachers. Students are referred to the MTSS team and individual behavior plans are developed.
- The school leadership team, with teacher input, develops a grade level watch list to identify specific academic needs of students who potentially demonstrate early warning indicators. Individual PMP's and interventions are planned. These strategies include, but are not limited to, Leveled Literacy Intervention (LLI), Comprehension Intervention, My Sidewalks, Reading Horizons, and My Reading Coach.
- Student performance data are reviewed on a regular basis during grade level PLC meetings / MTSS problem-solving meetings where the teams examine the needs of our students and make adjustments to student interventions.
- The Leadership Team meets weekly to review aggregate and dis-aggregated student performance data by grade level, classroom, and individual.
- The Leadership Team meets quarterly with each grade level to conduct Data Chats on student performance.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	5	5	2	1	1	4	18
One or more suspensions	1	2	0	1	1	0	5
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	9	7	15	31
	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			Total
	3	4	5	
Students exhibiting two or more indicators	1	1	2	4

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The intervention strategies used for students who exhibit two or more of the early warning indicators include:

Leveled Literacy Intervention (LLI) - an intensive intervention program that provides instruction in phonemic awareness, phonics, vocabulary, fluency, and comprehension. For thirty minutes each day, small groups of three students are instructed and practice with leveled text.

Comprehension Intervention - strategic intervention program that provides instruction on comprehension and metacognition strategies. The program follows a gradual release model; instruction, modeling, guided practice, and independent practice in a small group setting.

My Sidewalks - strategic/intensive intervention tool. The program mirrors the core instruction with focus on phonics, vocabulary, and comprehension. Instruction occurs in a small group setting.

Reading Horizons - strategic/intensive intervention tool. This is a phonics based program designed to increase decoding and fluency in a small group setting.

My Reading Coach - strategic/intensive intervention tool. This is an individual phonics based program designed to increase decoding and fluency.

Investigations Differentiation and Intervention Guide - strategic intervention strategies specific to the skills addressed in daily instruction.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Pelican Marsh Elementary is fortunate to receive extensive support and involvement from our families. We have received annually the Gold School Award based on volunteer hours. We have worked with our parent group to develop and maintain an active PTO group and School Advisory Council. We believe that both our school and parent community mutually benefit through involvement, participation, and communication.

We are able to build positive relationships, increase involvement, and communicate our mission and vision by working with our PTO to produce a monthly eNews sent to all families. In addition, we send home class newsletters and weekly folders containing student work, conduct student led conferences with parents, foster open communication between home and school, conduct Family Fun Nights and Literacy Nights, and hold Curriculum Nights to inform parents of our curricular and instructional programs. Our teachers also conduct frequent teacher-parent conferences to keep parents informed of student progress. During Celebrate Literacy Week, January 2015, we will welcome parents and students to our Family Literacy event. Activities will provide information and resources on how young children learn to read and what adults can do to help.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Working with our PTO, Pelican Marsh Elementary has established a “Pelican Partners” program. These partnerships between our business community and school are based on the shared commitment to educational achievement and preparation for tomorrow's community leaders. Our school has received both financial donations and services, allowing us to fund enrichment activities, field trips, after school reading programs, and technology needs. Additionally, we have been able to increase the number of our school volunteers. In turn, we promote our local business partners to our school community. We also have a community representative serve on our School Advisory Council.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Gasparino, James	Principal
Gates, Jennifer	Assistant Principal
Elliott, Lianne	Other
Badiu, Jocelyn	Other
Falkenberg, Carol	Guidance Counselor

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Both the Principal and Assistant Principal share the responsibility of providing instructional leadership. School leaders attend weekly common planning with grade level teams, review weekly lesson plans, observe classroom instruction, monitor the implementation of the curriculum, and develop schedules to ensure a safe and orderly learning environment.

School leaders meet regularly with teachers to discuss their ideas regarding instructional decisions and school operation through common planning meetings, Core Team meetings, the School

Improvement Cadres, the School Advisory Council, and the Faculty Advisory Council. Additionally, school leaders meet informally with teachers and teams to get their perspective.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

School leadership develops a daily instructional plan in order to maximize the amount of time to provide available resources. Additionally, intervention time is allocated at each grade level to meet all student needs. Resource personnel, including Reading Coach, ESE resource teachers, Intervention Support Specialist, ELL teacher and tutor, Media Specialist and Speech and Language Pathologist, are scheduled in classrooms to work with students in addition to their classroom teacher. Our school supplements the school locational budget through the fundraising efforts of our PTO. Through their efforts, we are able to provide an after school program for identified students in grades 3, 4, and 5. Additionally, we offer a before school computer lab for grades 1 – 5 using parent volunteers and staff members. All supplemental programs and materials are coordinated and monitored by the principal.

School Advisory Council (SAC)

Membership
 Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
James Gasparino	Principal
Frances Bustamonte	Parent
Shelly Carroll	Teacher
Christine Jean-Louis	Parent
Lianne Elliott	Teacher
Valerie Weiss	Parent
Karen Hancock	Teacher
Georgina Moffatt	Education Support Employee
Maria Botana	Business/Community
Christianne Arthur	Parent
Ed Clay	Parent
Fany Curzon	Parent
Kelle Hampton	Parent
Michelle Ives	Parent
Dennis Joseph	Parent
Jesse Roberts	Parent
Angela Braun-Loerzel	Teacher

Duties
 Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Student performance data were presented to the SAC and school faculty. Additionally, School Improvement Cadres were created addressing each of our objectives. Cadres reports were presented to the SAC for their input and recommendations.

Development of this school improvement plan

An analysis of student achievement and school performance data occurs at the initial SAC meeting. The SAC reviews various aspects of the school as suggested by the priorities related to the data and provides input into the written plan for school improvement including priorities and strategies. SAC will meet monthly to discuss SAC fund expenditures. Student achievement data will be monitored as well as the associated strategies and priorities within the SIP.

The objectives, and action plans for each goal in the School Improvement Plan are presented to the SAC. Additionally, the work of the School Improvement cadres is shared with the SAC. The School Advisory Council has the opportunity to contribute their ideas and make additions and/or changes to the plan.

Preparation of the school's annual budget and plan

The school's locational budget is shared with the SAC for their input and approval.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Since the school improvement funds were not allocated until late last school year, the SAC decided that the monies would be rolled over to the current academic year. A faculty committee was formed to analyze performance data and determine the learning needs of our students. Using this information, the committee is evaluating a variety of researched based materials and programs. Their recommendations will be presented to the SAC for their recommendations and approval. The agendas and minutes from each meeting will be recorded including the expenditure and use of allocated funds.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Nash, Michelle	Teacher, K-12
Benison, Stefanie	Teacher, K-12
Hancock, Karen	Teacher, K-12
Rodriguez, Marlana	Teacher, K-12
Pelletier, Karen	Teacher, K-12
Kofler, Suzanne	Teacher, K-12
Ellis, Gail	Instructional Media
Elliott, Lianne	Instructional Coach
Lawler, Kathleen	Teacher, ESE
Gasparino, James	Principal
Gates, Jennifer	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team (LLT) will work to support the implementation of the District K-12 Reading Plan at our school. The LLT will meet once a month to target specific areas for professional development, focus on continuously improving the literacy climate of the school, collect and utilize assessment data to determine areas of growth and intervention support needs, and monitor progress of the school improvement plan.

The major initiatives of the LLT will be to monitor the development and implementation of the activities set forth in the school improvement plan's reading objectives; ensure that the district reading program is implemented with fidelity; analyze student performance data in reading (i.e., FAIR, SAT10, historical FCAT, FSA data, benchmark assessments); identify and implement appropriate reading interventions; identify professional development opportunities; examine all instructional activities and materials used during the literacy block to increase the level of rigor and ensure instructional activities are aligned to the standards and benchmarks.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Our school actively promotes a school culture based on positive relationships and collaboration. To help meet this goal, we have a rich tradition of established Professional Learning Communities (PLC). PLC's represent an interdependent team effort to ensure collaborative planning. Each team works together to analyze student performance data and use this information to help drive forward instructional planning. In the content areas of Science and Social Studies, three Points of Contact are named (K-1, 2-3, 4-5). In Math, there is a Pioneer named at each grade level. Pioneers and POCs attend meetings specific to their grade level and content area. The meetings are conducted by district level directors. Information and resources provided is then shared with all teachers and used for collaborative planning and to improve instruction. The administration recognizes its responsibility to provide each learning community with resources to be effective. To this end, each grade level has shared common planning time. Classroom teachers in Kindergarten through Grade Five are given a duty-free schedule. In addition, administrators and support staff provide coverage for teachers during assemblies.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

- Orientation meeting for new teachers, peer/mentor teachers with leadership team
- Meetings throughout the year with new teachers, peer/mentor teachers, support staff, and leadership team
- Assignment of peer/mentor teachers
- Attend district recruitment and transfer fairs

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Teachers new to the school are paired with an experienced educator who have received Clinical Education training and are recognized leaders of the school. These pairs attend monthly meetings with the school leadership team, and there are ongoing meetings between each dyad. The district provides support for these dyads and each pairing submits a log of their meetings to school and district leadership.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Our school follows the district curriculum maps and uses adopted materials in order to assure that our core instruction is aligned to Florida's standards. The district curriculum coordinators create curriculum maps and pacing guides to ensure the Florida Standards are aligned with Collier County's curriculum.

Members of the district-based leadership team will meet regularly to provide data and support district-wide implementation of core and intervention programs. The district will provide leadership and guidance to ensure the implementation of instructional programs and MTSS plans with fidelity along with providing resources and staff development based on the needs of the schools. The members of the district leadership team include key stakeholders from various departments in the district.

Members assist with the development of the MTSS district manual, Strategic Plan, and the DIAP. The District Leadership Team works in conjunction with the school-based teams to create and peer review School Improvement Plans. The team provides data on instructional targets based upon analysis of data. The team helped define clear expectations for instruction; facilitated the development of strategies to meet those goals; and aligned processes and procedures.

The Leadership team monitors the fidelity of the school's instructional programs, MTSS and SIP through collection of data based on the district's Strategic Plan and quarterly data dialogues between the Superintendent, key instructional leaders and school-based administrators. Preparatory to data dialogues, data are analyzed based on the Goals, Key Performance Indicators, and Strategies. The District Leadership team reviews, discusses, and monitors student academic and/or behavioral procedures and data while working in conjunction with schools to support identified needs. The team focuses on implementation, data collection, interventions, and supports needed by the instructional staff. Members of the district based MTSS leadership team meet regularly to provide data and support to the schools' problem-solving teams and review school wide MTSS issues. School administrators and teachers from the school-based MTSS team participate in grade level PLC's to facilitate the MTSS process at each grade level. Universal screening and progress monitoring data will be analyzed. The effectiveness of the core instruction, as well as targeted and more intensive interventions, is monitored, and the team collaborates to evaluate effectiveness, problem-solve, and make instructional decisions.

Alignment with Florida Standards is key to improving academic performance as measured by state assessments. Our school monitors teacher instructional practices. First, the Collier Teacher Evaluation Model, based on Marzano's methodologies, requires that lessons feature a learning goal with scales. Learning goals are developed from the standards and typically match the wording of benchmarks. Scales are used to identify students' individual progress toward attaining the goal, i.e., the standard. During observations, a key data element is derived from the teachers' use of learning goals and scales. Ongoing progress-monitoring assessments are also designed to demonstrate students' progress toward attaining the goal or standard. Consequently, data chats are standards-driven and serve to maintain a focus on instruction, assessment and achievement built around Florida Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Grade level teams meet as professional learning communities (PLCs) to collect and analyze student performance data. During these meetings, teams examine the standards to be taught, share best practices, engage in building common formative assessments, and review data for reading, math, science, writing, and behavior. Additionally, teachers working together in the PLC meetings, collect and analyze student performance data to determine individual needs and plan for differentiation of instruction to meet the individual needs of students.

Student performance data are collected, shared, and analyzed throughout the school year across all grade levels. Information gathered from data analysis is disaggregated to help focus on the needs of all our students including the lowest quartile students, high-performing students, and the various student subgroups. Data feedback strategies are developed and used to identify the strengths and weaknesses of all students. Members of the leadership team meet weekly with all grade levels to help plan for instruction based on student needs, generate appropriate student work, and formulate ideas for corrective instruction. Quarterly progress monitoring meetings are conducted with each grade level to examine individual student performance and develop instructional recommendations. Using this information, instruction is modified and supplemented by identifying students for intervention strategies including Comprehension Intervention, Making Connections, Leveled Literacy Intervention (LLI) and Investigation's Differentiation and Intervention Guide as part of determining multiple, differentiated levels of intensity of instruction. Enrichment opportunities are also provided for our students using such programs and strategies as Junior Great Books, Comprehension Toolkit, and Number Talks.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 2,520

Our After School Program is designed to provide additional assistance to our struggling students. Classroom teachers will provide the instruction to students in Grades 3 - 5 twice a week from January until April. Each session will be an hour and a half long and will address both Math and Reading. Transportation will be provided. The Parent Teacher Organization has funded this program in the past.

Strategy Rationale

Students struggling in Reading and Math need additional time receiving instruction.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Gasparino, James, gasparja@collierschools.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

FSA scores of the students who participated in the program will be analyzed and compared to their peers.

Strategy: Before School Program

Minutes added to school year: 2,400

Morning Lab

Students will have the opportunity to spend time in the Computer Lab before the official start of school. The Computer Lab will be open 5 days per week. Students will use both Ticket to Read and FASTT Math. Our ELL Tutor and parent volunteers will provide supervision and support.

Strategy Rationale

Providing students with the opportunity to utilize these effective software applications before school will benefit from the skills addressed.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Gasparino, James, gasparja@collierschools.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

For grades K - 3, the data collected will be Math PreTest and Quarter 4 Benchmark Assessment scores.

For grades 4 and 5, the data collected will be FCAT data for the pre assessment and scores on the Florida Standards Assessment for post scores.

In order to determine the effectiveness of the program, a comparison will be made between the gain scores of participating students and gain scores of students who did not participate.

Strategy: After School Program

Minutes added to school year: 780

STEM Club - Students participate in the study and design of solar powered boats.

Strategy Rationale

The intent of the program is to allow students to participate in Science, Technology, Engineering and Math (STEM) activities.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Gasparino, James, gasparja@collierschools.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The STEM competition sponsored by Algenol Biofuels identifies the most effective design of the solar boats.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Pelican Marsh Elementary hosts two transition activities for incoming kindergarten students and their families each year. The spring event includes an orientation for parents and students with registration available at that time. At this event, parents and students meet the teachers, visit classrooms, learn about the expectations and the curriculum, and tour the school. At the spring Orientation and also upon registration, a booklet (available in multiple languages) is provided to all parents. This booklet is designed to help parents look at their child's physical, social, emotional, and cognitive development. It provides checklists and tips to help guide them as they work and play with their child. The checklists contain items that are important to the child's success in kindergarten and are specifically designed for four-year-olds. It also contains school enrollment information and suggestions for the first day of school.

Before school begins in mid-August, we hold an Open House for all students and parents to attend. The students and parents are given the opportunity to visit their classrooms, tour the school, visit the cafeteria and media center. This helps with the transition to the start of school.

The School District of Collier County is also a VPK provider, both during the school year and during the summer session. The school year program includes the Head Start/ESE Inclusion/Title I/Migrant prekindergarten classes and a few full-day and half-day VPK/child care classes. These prekindergarten programs are provided in various school sites across the county. Both programs provide opportunities for students to learn the basics for success in school and also provide an easy transition to kindergarten for the students. In addition, during the spring semester, all pre k teachers will submit to the Kindergarten site a pre k transition placement card for every student.

In order to assist with the transition of our 5th grade elementary students to 6th grade middle school students, our students travel by bus to their middle school. On this day, they are given information regarding programs offered at their middle school and filling out course selection forms. They tour the

building and PBS rules and procedures are reviewed. In addition, each middle school holds a parent information evening.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

n/a

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

n/a

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

n/a

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

n/a

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If teachers differentiate instruction through content, products, and process and analyze and interpret ongoing assessment data, then student achievement will increase.

- G2.** If student work consistently demonstrates a high level of rigor, i.e., cognitive complexity, deep understanding and knowledge, then students will meet the demands of the Florida Standards.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If teachers differentiate instruction through content, products, and process and analyze and interpret ongoing assessment data, then student achievement will increase. 1a

G041483

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	76.0
AMO Reading - All Students	87.0
ELA/Reading Lowest 25% Gains	72.0
AMO Math - All Students	85.0

Resources Available to Support the Goal 2

- District benchmark assessments; district recommended instructional materials and resources, district curriculum specialists; school-based leadership team; math points of contact; math school improvement cadre, intervention support specialist (InSS), Advanced Studies Department professional learning opportunities

Targeted Barriers to Achieving the Goal 3

- Teachers consistently do not differentiate content, process, product, or the learning environment.
- Students have not consistently received differentiated instructional opportunities based on individual needs.
- Teachers do not consistently collect and analyze data to plan and implement differentiated instruction.

Plan to Monitor Progress Toward G1. 8

Analyze quarterly assessment results.

Person Responsible

James Gasparino

Schedule

Quarterly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Quarterly progress monitoring spreadsheets by grade level

G2. If student work consistently demonstrates a high level of rigor, i.e., cognitive complexity, deep understanding and knowledge, then students will meet the demands of the Florida Standards. 1a

G041479

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	87.0
FCAT 2.0 Science Proficiency	79.0
AMO Math - All Students	85.0

Resources Available to Support the Goal 2

- Vernier Probeware, Science Lab, Junior Great Books, The Lesson Plan Checklist for Challenge and Rigor, Comprehension Toolkit, Curriculum maps; reading coach; academic coaching cycle; district curriculum specialists and personnel

Targeted Barriers to Achieving the Goal 3

- Lessons do not routinely incorporate tasks and opportunities aligned to the appropriate level of cognitive complexity for each standard/benchmark.
- When higher order/deep understanding questions are used, all students are not consistently held accountable for answering at equally deep levels.
- Learning goals and essential questions do not consistently require deep understanding of the content.

Plan to Monitor Progress Toward G2. 8

Leadership team will monitor quarterly benchmark assessment data, formative and summative assessments.

Person Responsible

James Gasparino

Schedule

Quarterly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Spreadsheets and Data Reports

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. If teachers differentiate instruction through content, products, and process and analyze and interpret ongoing assessment data, then student achievement will increase. **1**

 G041483

G1.B1 Teachers consistently do not differentiate content, process, product, or the learning environment. **2**

 B100534

G1.B1.S1 Teachers will develop lesson plans and implement classroom instruction that routinely feature differentiation of content, process, product, and/or learning environment in order to meet the needs of individual students. In addition, teachers will clearly document in lesson plans the curriculum modifications/differentiation for students who are gifted, students with unique learning needs, and ELL students. **4**

 S120486

Strategy Rationale

Monitoring lesson plans and classroom instruction will ensure that effective differentiation strategies are part of our instructional program. Additionally, using common planning meetings/ PLCs will allow for collaboration and the development of effective instructional practices.

Action Step 1 **5**

Ensure that teachers are differentiating instruction via content, process, product, and/or the learning environment.

Person Responsible

James Gasparino

Schedule

Weekly, from 8/11/2014 to 6/5/2015

Evidence of Completion

CTEM Observations, Lesson Plans

Action Step 2 5

Ensure that elements addressing differentiation are included in lesson plans.

Person Responsible

Lianne Elliott

Schedule

Monthly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Lesson Plans

Action Step 3 5

Provide Professional Learning opportunities on Marzano's High Probability Strategies.

Person Responsible

Lianne Elliott

Schedule

Monthly, from 8/11/2014 to 6/5/2015

Evidence of Completion

In-service Sign In Sheets

Action Step 4 5

Provide Professional Learning Opportunities on Writing Workshop and Analytical Writing

Person Responsible

Lianne Elliott

Schedule

Quarterly, from 8/11/2014 to 6/5/2015

Evidence of Completion

In-service Sign In Sheets

Action Step 5 5

Meet with teachers to identify students in the lowest quartile and plan for their unique needs.

Person Responsible

James Gasparino

Schedule

Quarterly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Quarterly Progress Monitoring Spreadsheets

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Monitor the use of effective strategies to differentiate instruction through the use of classroom observation and lesson plans.

Person Responsible

James Gasparino

Schedule

Weekly, from 8/11/2014 to 6/5/2015

Evidence of Completion

CTEM Observations, Lesson Plans, Notes from Common Planning Meetings

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Analyze data and monitor the differentiation of instruction to determine its effect on student growth and development.

Person Responsible

James Gasparino

Schedule

Quarterly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Quarterly benchmark assessments; Data Dialogues; quarterly progress monitoring spreadsheets; CTEM reports

G1.B2 Students have not consistently received differentiated instructional opportunities based on individual needs. **2**

 B109606

G1.B2.S1 Lesson plans and classroom instruction will routinely feature differentiated content, process, product or learning environment based on the specific needs of individual students within the class. **4**

 S121143

Strategy Rationale

Given the diversity of our students in our classrooms, it is necessary to plan and implement instruction designed to meet those individual needs.

Action Step 1 **5**

Provide an after school reading program for identified students in grades 3, 4, and 5.

Person Responsible

James Gasparino

Schedule

Weekly, from 1/12/2015 to 4/10/2015

Evidence of Completion

Attendance Documents

Action Step 2 **5**

Provide an open computer lab for reading enrichment before school for students in grades 1-5.

Person Responsible

James Gasparino

Schedule

Daily, from 9/16/2014 to 6/5/2015

Evidence of Completion

Attendance Documents

Action Step 3 5

Teachers will utilize the gradual release model of instruction to meet the needs of students at differing learning levels.

Person Responsible

James Gasparino

Schedule

Daily, from 8/11/2014 to 6/5/2015

Evidence of Completion

Lesson Plans, CTEM Observations

Action Step 4 5

Teachers will utilize consistent reading scaffolds and strategies to support students at all levels.

Person Responsible

James Gasparino

Schedule

Daily, from 8/11/2014 to 6/5/2015

Evidence of Completion

Action Step 5 5

Teachers will utilize the guided inquiry model (Launch, Explore, Summarize) and Investigations Differentiation and Intervention Guide for extension, intervention, and practice activities.

Person Responsible

James Gasparino

Schedule

Daily, from 8/11/2014 to 6/5/2015

Evidence of Completion

Lesson Plans, CTEM Observations

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Leadership will monitor that students are receiving differentiated instruction through review of lesson plans, CTEM observations, and Common Planning minutes.

Person Responsible

James Gasparino

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson Plans, CTEM Observations, PLC Notes

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Analyze student progress through formative and summative assessment data.

Person Responsible

James Gasparino

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Quarterly Progress Monitoring Spreadsheets

G1.B3 Teachers do not consistently collect and analyze data to plan and implement differentiated instruction. **2**

 B109607

G1.B3.S1 Common planning meetings will function as data teams for analyzing data and use this information to develop differentiated instruction. **4**

 S121144

Strategy Rationale

Close monitoring of student performance data allows teachers to be cognizant of student strengths and weaknesses in order to effectively plan for instruction.

Action Step 1 **5**

Analyze data and share best practices to differentiate content, process, product, and/or the learning environment.

Person Responsible

James Gasparino

Schedule

Weekly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Lesson Plans, PLC Minutes and Agendas, Assessment Spreadsheets

Action Step 2 **5**

Teachers will collect and analyze student performance data to determine appropriate intervention and supports.

Person Responsible

James Gasparino

Schedule

Weekly, from 8/11/2014 to 6/5/2015

Evidence of Completion

PLC Minutes and Agendas, Assessment Spreadsheets

Action Step 3 5

Teachers will develop differentiated instruction plans based on student performance data.

Person Responsible

James Gasparino

Schedule

Weekly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Lesson Plans, CTEM Observations

Action Step 4 5

MTSS Teams will meet regularly to assess student progress and develop Tier 2 and Tier 3 interventions as appropriate.

Person Responsible

Lianne Elliott

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

MTSS Meeting Notes

Action Step 5 5

Teachers will create flexible instructional groups based on the analysis of formative assessment data.

Person Responsible

James Gasparino

Schedule

Biweekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Formative Assessment Data Spreadsheets, FAIR, Running Records

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

The leadership team will ensure that teachers are analyzing data and differentiating instruction.

Person Responsible

James Gasparino

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson plans, CTEM Observations, Participation in Common Planning Meetings, Notes from Common Planning Meetings,

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Analyze data and monitor the differentiation of instruction to determine its effect on student growth and development.

Person Responsible

James Gasparino

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Quarterly Benchmark Assessment Data, Data Dialogues, Quarterly Progress Monitoring Spreadsheets, Running Records

G2. If student work consistently demonstrates a high level of rigor, i.e., cognitive complexity, deep understanding and knowledge, then students will meet the demands of the Florida Standards. 1

G041479

G2.B1 Lessons do not routinely incorporate tasks and opportunities aligned to the appropriate level of cognitive complexity for each standard/benchmark. 2

B109056

G2.B1.S1 If teachers engage students in work characterized by cognitively complex tasks, then students will demonstrate a deeper level of understanding of the standards and benchmarks. 4

S120559

Strategy Rationale

The Florida State Standards are based on high level of cognitive complexity. We will align our instruction to meet the cognitive demands of these standards. Student work products must reflect higher levels of Webb's Depth of Knowledge.

Action Step 1 5

Develop and implement lessons that engage students in cognitively complex tasks.

Person Responsible

James Gasparino

Schedule

Weekly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Lesson plans, observations, assessment data

Action Step 2 5

Teachers will develop higher level questions that are text dependent and require students to utilize close reading of complex text.

Person Responsible

Lianne Elliott

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson Plans, CTEM Observations

Action Step 3 5

Teachers will utilize the 5E model of Science instruction with fidelity.

Person Responsible

James Gasparino

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson Plans, CTEM Observations

Action Step 4 5

Teachers will utilize Daggett's Rigor and Relevance Framework when developing lesson plans.

Person Responsible

James Gasparino

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson Plans, CTEM Observations

Action Step 5 5

Grade level PLC Teams and individual teachers will unpack the Florida Standards and Benchmarks to drive instruction. In addition, teachers will use the Test Item Specifications to ensure the alignment of instruction, curriculum, and assessment.

Person Responsible

James Gasparino

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

PLC Notes, Unpacking the Standards Documents

Action Step 6 5

Support classroom instruction by utilizing the coaching cycle and through the assistance of members of the leadership team.

Person Responsible

James Gasparino

Schedule

Biweekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Coaching log, Leadership Agendas

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Monitor lesson plans for cognitively complex tasks and ensure the implementation of these tasks in the classroom.

Person Responsible

James Gasparino

Schedule

Weekly, from 8/11/2014 to 6/5/2015

Evidence of Completion

CTEM observations; Lesson Plans, student created artifacts

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Analyze and evaluate formative and summative assessments and student created work.

Person Responsible

James Gasparino

Schedule

Quarterly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Weekly Common Planning Meeting Notes; Quarterly Progress Monitoring Spreadsheets; Student Performance Data and Artifacts

G2.B2 When higher order/deep understanding questions are used, all students are not consistently held accountable for answering at equally deep levels. **2**

 B111503

G2.B2.S1 If lessons incorporate cognitively complex tasks aligned to each standard/benchmark then students will consistently demonstrate deeper understanding. **4**

 S122946

Strategy Rationale

Providing students the frequent opportunity to engage in tasks that are complex and have high cognitive demand will increase student learning at a higher level.

Action Step 1 **5**

Maintain high expectations for all students to appropriately respond to cognitively complex tasks, enabling their success in meeting the expected level of rigor.

Person Responsible

James Gasparino

Schedule

Daily, from 8/11/2014 to 6/5/2015

Evidence of Completion

Lesson Plans

Action Step 2 **5**

Teachers will utilize classroom assessments that follow the appropriate level of cognitive complexity for each standard/benchmark.

Person Responsible

James Gasparino

Schedule

Daily, from 8/11/2014 to 6/5/2015

Evidence of Completion

Assessments, Assessment data

Action Step 3 5

Students will be expected to demonstrate understanding of math word problems or algorithms through written explanation or model drawing.

Person Responsible

James Gasparino

Schedule

Weekly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Math notebooks

Action Step 4 5

Teachers will utilize technology and related equipment to develop experiments to support instruction in our science lab.

Person Responsible

Ryan Shore

Schedule

Weekly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Lesson Plans, Observations

Action Step 5 5

Provide an after school STEM Club for identified students to extend learning.

Person Responsible

Ryan Shore

Schedule

Weekly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Attendance Sheets, Documentation of Culminating Project

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Leadership Team will meet with grade level PLCs to monitor the rigor of student work products.

Person Responsible

James Gasparino

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

PLC Notes

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Closely monitor and provide ongoing feedback regarding cognitive complexity to grade level teams and individual teachers regarding lesson plans and lesson implementation.

Person Responsible

James Gasparino

Schedule

Weekly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Lesson Plan Feedback, CTEM Observation documentation and reports.

G2.B3 Learning goals and essential questions do not consistently require deep understanding of the content. **2**

 B112073

G2.B3.S1 If learning goals and essential questions consistently require deep understanding of content, then student work will demonstrate a higher level of rigor. **4**

 S123540

Strategy Rationale

The level of rigor of instruction must be aligned with the cognitive complexity of the Florida State Standards.

Action Step 1 **5**

Teachers will analyze and unpack the Florida State Standards.

Person Responsible

James Gasparino

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

PLC Notes, Unpacking the Standards Documents

Action Step 2 **5**

Teachers will utilize the content limits and item specifications to ensure that each standard and benchmark is taught at the appropriate level of cognitive complexity.

Person Responsible

James Gasparino

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

PLC Notes

Action Step 3 5

Teachers will identify appropriate learning goals, essential questions, and scales to support rigorous expectations.

Person Responsible

James Gasparino

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson Plans, CTEM Observations

Action Step 4 5

Utilize Number Talks to provide students with opportunities to develop number sense and math concepts.

Person Responsible

Jennifer Gates

Schedule

On 6/5/2015

Evidence of Completion

Lesson Plans, CTEM Observations

Action Step 5 5

Teachers will develop complex tasks that require students to generate and test hypotheses focusing on Levels 3 and 4 of Webb's Depth of Knowledge.

Person Responsible

James Gasparino

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson Plans, CTEM Observations

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Leadership Team will attend Common Planning Meeting and provide feedback on lesson plans to ensure a high level of cognitive complexity.

Person Responsible

James Gasparino

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson Plans, Common Planning Meeting Notes

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Analyze and evaluate formative and summative assessments and student created work.

Person Responsible

James Gasparino

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Formative Assessment Data Spreadsheets, Quarterly Benchmark Assessment Spreadsheets

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Ensure that teachers are differentiating instruction via content, process, product, and/ or the learning environment.	Gasparino, James	8/11/2014	CTEM Observations, Lesson Plans	6/5/2015 weekly
G2.B1.S1.A1	Develop and implement lessons that engage students in cognitively complex tasks.	Gasparino, James	8/11/2014	Lesson plans, observations, assessment data	6/5/2015 weekly
G1.B2.S1.A1	Provide an after school reading program for identified students in grades 3, 4, and 5.	Gasparino, James	1/12/2015	Attendance Documents	4/10/2015 weekly
G1.B3.S1.A1	Analyze data and share best practices to differentiate content, process, product, and/or the learning environment.	Gasparino, James	8/11/2014	Lesson Plans, PLC Minutes and Agendas, Assessment Spreadsheets	6/5/2015 weekly

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Pelican Marsh Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.A1	Maintain high expectations for all students to appropriately respond to cognitively complex tasks, enabling their success in meeting the expected level of rigor.	Gasparino, James	8/11/2014	Lesson Plans	6/5/2015 daily
G2.B3.S1.A1	Teachers will analyze and unpack the Florida State Standards.	Gasparino, James	8/18/2014	PLC Notes, Unpacking the Standards Documents	6/5/2015 weekly
G2.B1.S1.A2	Teachers will develop higher level questions that are text dependent and require students to utilize close reading of complex text.	Elliott, Lianne	8/18/2014	Lesson Plans, CTEM Observations	6/5/2015 daily
G1.B1.S1.A2	Ensure that elements addressing differentiation are included in lesson plans.	Elliott, Lianne	8/11/2014	Lesson Plans	6/5/2015 monthly
G1.B3.S1.A2	Teachers will collect and analyze student performance data to determine appropriate intervention and supports.	Gasparino, James	8/11/2014	PLC Minutes and Agendas, Assessment Spreadsheets	6/5/2015 weekly
G2.B2.S1.A2	Teachers will utilize classroom assessments that follow the appropriate level of cognitive complexity for each standard/benchmark.	Gasparino, James	8/11/2014	Assessments, Assessment data	6/5/2015 daily
G1.B2.S1.A2	Provide an open computer lab for reading enrichment before school for students in grades 1-5.	Gasparino, James	9/16/2014	Attendance Documents	6/5/2015 daily
G2.B3.S1.A2	Teachers will utilize the content limits and item specifications to ensure that each standard and benchmark is taught at the appropriate level of cognitive complexity.	Gasparino, James	8/18/2014	PLC Notes	6/5/2015 weekly
G1.B1.S1.A3	Provide Professional Learning opportunities on Marzano's High Probability Strategies.	Elliott, Lianne	8/11/2014	In-service Sign In Sheets	6/5/2015 monthly
G2.B2.S1.A3	Students will be expected to demonstrate understanding of math word problems or algorithms through written explanation or model drawing.	Gasparino, James	8/11/2014	Math notebooks	6/5/2015 weekly
G1.B2.S1.A3	Teachers will utilize the gradual release model of instruction to meet the needs of students at differing learning levels.	Gasparino, James	8/11/2014	Lesson Plans, CTEM Observations	6/5/2015 daily
G1.B3.S1.A3	Teachers will develop differentiated instruction plans based on student performance data.	Gasparino, James	8/11/2014	Lesson Plans, CTEM Observations	6/5/2015 weekly
G2.B1.S1.A3	Teachers will utilize the 5E model of Science instruction with fidelity.	Gasparino, James	8/18/2014	Lesson Plans, CTEM Observations	6/5/2015 daily
G2.B3.S1.A3	Teachers will identify appropriate learning goals, essential questions, and scales to support rigorous expectations.	Gasparino, James	8/18/2014	Lesson Plans, CTEM Observations	6/5/2015 weekly
G2.B2.S1.A4	Teachers will utilize technology and related equipment to develop experiments to support instruction in our science lab.	Shore, Ryan	8/11/2014	Lesson Plans, Observations	6/5/2015 weekly
G1.B2.S1.A4	Teachers will utilize consistent reading scaffolds and strategies to support students at all levels.	Gasparino, James	8/11/2014		6/5/2015 daily
G1.B1.S1.A4	Provide Professional Learning Opportunities on Writing Workshop and Analytical Writing	Elliott, Lianne	8/11/2014	In-service Sign In Sheets	6/5/2015 quarterly
G1.B3.S1.A4	MTSS Teams will meet regularly to assess student progress and develop Tier 2 and Tier 3 interventions as appropriate.	Elliott, Lianne	8/18/2014	MTSS Meeting Notes	6/5/2015 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A4	Teachers will utilize Daggett's Rigor and Relevance Framework when developing lesson plans.	Gasparino, James	8/18/2014	Lesson Plans, CTEM Observations	6/5/2015 weekly
G2.B3.S1.A4	Utilize Number Talks to provide students with opportunities to develop number sense and math concepts.	Gates, Jennifer	8/18/2014	Lesson Plans, CTEM Observations	6/5/2015 one-time
G2.B2.S1.A5	Provide an after school STEM Club for identified students to extend learning.	Shore, Ryan	8/11/2014	Attendance Sheets, Documentation of Culminating Project	6/5/2015 weekly
G1.B2.S1.A5	Teachers will utilize the guided inquiry model (Launch, Explore, Summarize) and Investigations Differentiation and Intervention Guide for extension, intervention, and practice activities.	Gasparino, James	8/11/2014	Lesson Plans, CTEM Observations	6/5/2015 daily
G1.B1.S1.A5	Meet with teachers to identify students in the lowest quartile and plan for their unique needs.	Gasparino, James	8/11/2014	Quarterly Progress Monitoring Spreadsheets	6/5/2015 quarterly
G1.B3.S1.A5	Teachers will create flexible instructional groups based on the analysis of formative assessment data.	Gasparino, James	8/18/2014	Formative Assessment Data Spreadsheets, FAIR, Running Records	6/5/2015 biweekly
G2.B3.S1.A5	Teachers will develop complex tasks that require students to generate and test hypotheses focusing on Levels 3 and 4 of Webb's Depth of Knowledge.	Gasparino, James	8/18/2014	Lesson Plans, CTEM Observations	6/5/2015 weekly
G2.B1.S1.A5	Grade level PLC Teams and individual teachers will unpack the Florida Standards and Benchmarks to drive instruction. In addition, teachers will use the Test Item Specifications to ensure the alignment of instruction, curriculum, and assessment.	Gasparino, James	8/18/2014	PLC Notes, Unpacking the Standards Documents	6/5/2015 weekly
G2.B1.S1.A6	Support classroom instruction by utilizing the coaching cycle and through the assistance of members of the leadership team.	Gasparino, James	8/18/2014	Coaching log, Leadership Agendas	6/5/2015 biweekly
G1.MA1	Analyze quarterly assessment results.	Gasparino, James	8/11/2014	Quarterly progress monitoring spreadsheets by grade level	6/5/2015 quarterly
G1.B1.S1.MA1	Analyze data and monitor the differentiation of instruction to determine its effect on student growth and development.	Gasparino, James	8/11/2014	Quarterly benchmark assessments; Data Dialogues; quarterly progress monitoring spreadsheets; CTEM reports	6/5/2015 quarterly
G1.B1.S1.MA1	Monitor the use of effective strategies to differentiate instruction through the use of classroom observation and lesson plans.	Gasparino, James	8/11/2014	CTEM Observations, Lesson Plans, Notes from Common Planning Meetings	6/5/2015 weekly
G1.B2.S1.MA1	Analyze student progress through formative and summative assessment data.	Gasparino, James	8/18/2014	Quarterly Progress Monitoring Spreadsheets	6/5/2015 quarterly
G1.B2.S1.MA1	Leadership will monitor that students are receiving differentiated instruction through review of lesson plans, CTEM observations, and Common Planning minutes.	Gasparino, James	8/18/2014	Lesson Plans, CTEM Observations, PLC Notes	6/5/2015 weekly
G1.B3.S1.MA1	Analyze data and monitor the differentiation of instruction to determine its effect on student growth and development.	Gasparino, James	8/18/2014	Quarterly Benchmark Assessment Data, Data Dialogues, Quarterly Progress Monitoring Spreadsheets, Running Records	6/5/2015 weekly
G1.B3.S1.MA1	The leadership team will ensure that teachers are analyzing data and differentiating instruction.	Gasparino, James	8/18/2014	Lesson plans, CTEM Observations, Participation in Common Planning Meetings, Notes from Common Planning Meetings,	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.MA1	Leadership team will monitor quarterly benchmark assessment data, formative and summative assessments.	Gasparino, James	8/11/2014	Spreadsheets and Data Reports	6/5/2015 quarterly
G2.B1.S1.MA1	Analyze and evaluate formative and summative assessments and student created work.	Gasparino, James	8/11/2014	Weekly Common Planning Meeting Notes; Quarterly Progress Monitoring Spreadsheets; Student Performance Data and Artifacts	6/5/2015 quarterly
G2.B1.S1.MA1	Monitor lesson plans for cognitively complex tasks and ensure the implementation of these tasks in the classroom.	Gasparino, James	8/11/2014	CTEM observations; Lesson Plans, student created artifacts	6/5/2015 weekly
G2.B2.S1.MA1	Closely monitor and provide ongoing feedback regarding cognitive complexity to grade level teams and individual teachers regarding lesson plans and lesson implementation.	Gasparino, James	8/11/2014	Lesson Plan Feedback, CTEM Observation documentation and reports.	6/5/2015 weekly
G2.B2.S1.MA1	Leadership Team will meet with grade level PLCs to monitor the rigor of student work products.	Gasparino, James	8/18/2014	PLC Notes	6/5/2015 weekly
G2.B3.S1.MA1	Analyze and evaluate formative and summative assessments and student created work.	Gasparino, James	8/18/2014	Formative Assessment Data Spreadsheets, Quarterly Benchmark Assessment Spreadsheets	6/5/2015 weekly
G2.B3.S1.MA1	Leadership Team will attend Common Planning Meeting and provide feedback on lesson plans to ensure a high level of cognitive complexity.	Gasparino, James	8/18/2014	Lesson Plans, Common Planning Meeting Notes	6/5/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

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

G1. If teachers differentiate instruction through content, products, and process and analyze and interpret ongoing assessment data, then student achievement will increase.

G1.B1 Teachers consistently do not differentiate content, process, product, or the learning environment.

G1.B1.S1 Teachers will develop lesson plans and implement classroom instruction that routinely feature differentiation of content, process, product, and/or learning environment in order to meet the needs of individual students. In addition, teachers will clearly document in lesson plans the curriculum modifications/differentiation for students who are gifted, students with unique learning needs, and ELL students, .

PD Opportunity 1

Provide Professional Learning opportunities on Marzano's High Probability Strategies.

Facilitator

Lianne Elliott, Reading Coach

Participants

All Instructional Staff

Schedule

Monthly, from 8/11/2014 to 6/5/2015

PD Opportunity 2

Provide Professional Learning Opportunities on Writing Workshop and Analytical Writing

Facilitator

Lianne Elliott

Participants

Instructional Staff

Schedule

Quarterly, from 8/11/2014 to 6/5/2015

G1.B3 Teachers do not consistently collect and analyze data to plan and implement differentiated instruction.

G1.B3.S1 Common planning meetings will function as data teams for analyzing data and use this information to develop differentiated instruction.

PD Opportunity 1

Teachers will create flexible instructional groups based on the analysis of formative assessment data.

Facilitator

Lianne Elliott

Participants

All classroom teachers

Schedule

Biweekly, from 8/18/2014 to 6/5/2015

G2. If student work consistently demonstrates a high level of rigor, i.e., cognitive complexity, deep understanding and knowledge, then students will meet the demands of the Florida Standards.

G2.B1 Lessons do not routinely incorporate tasks and opportunities aligned to the appropriate level of cognitive complexity for each standard/benchmark.

G2.B1.S1 If teachers engage students in work characterized by cognitively complex tasks, then students will demonstrate a deeper level of understanding of the standards and benchmarks.

PD Opportunity 1

Develop and implement lessons that engage students in cognitively complex tasks.

Facilitator

Dr. James Gasparino

Participants

All instructional staff

Schedule

Weekly, from 8/11/2014 to 6/5/2015

PD Opportunity 2

Grade level PLC Teams and individual teachers will unpack the Florida Standards and Benchmarks to drive instruction. In addition, teachers will use the Test Item Specifications to ensure the alignment of instruction, curriculum, and assessment.

Facilitator

PLC Facilitators

Participants

All classroom teachers

Schedule

Weekly, from 8/18/2014 to 6/5/2015

PD Opportunity 3

Support classroom instruction by utilizing the coaching cycle and through the assistance of members of the leadership team.

Facilitator

Lianne Elliott

Participants

Identified teachers

Schedule

Biweekly, from 8/18/2014 to 6/5/2015

G2.B3 Learning goals and essential questions do not consistently require deep understanding of the content.

G2.B3.S1 If learning goals and essential questions consistently require deep understanding of content, then student work will demonstrate a higher level of rigor.

PD Opportunity 1

Teachers will analyze and unpack the Florida State Standards.

Facilitator

James Gasparino, PDAP Trainers, Points of Contact

Participants

Instructional Staff

Schedule

Weekly, from 8/18/2014 to 6/5/2015

PD Opportunity 2

Teachers will utilize the content limits and item specifications to ensure that each standard and benchmark is taught at the appropriate level of cognitive complexity.

Facilitator

James Gasparino, PDAP Trainers, Points of Contact

Participants

All classroom teachers

Schedule

Weekly, from 8/18/2014 to 6/5/2015

PD Opportunity 3

Teachers will identify appropriate learning goals, essential questions, and scales to support rigorous expectations.

Facilitator

James Gasparino, PDAP Trainers, Points of Contact

Participants

All classroom teachers

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Goal 1: If teachers differentiate instruction through content, products, and process and analyze and interpret ongoing assessment data, then student achievement will increase.	14,000
Goal 2: If student work consistently demonstrates a high level of rigor, i.e., cognitive complexity, deep understanding and knowledge, then students will meet the demands of the Florida Standards.	2,161
Grand Total	16,161

Goal 1: If teachers differentiate instruction through content, products, and process and analyze and interpret ongoing assessment data, then student achievement will increase.

Description	Source	Total
B1.S1.A4	School Improvement Funds	1,500
B2.S1.A1	Other	9,000
B2.S1.A2	Other	3,500
Total Goal 1		14,000

Goal 2: If student work consistently demonstrates a high level of rigor, i.e., cognitive complexity, deep understanding and knowledge, then students will meet the demands of the Florida Standards.

Description	Source	Total
B2.S1.A4	School Improvement Funds	250
B2.S1.A5	Other	1,500
B3.S1.A1	General Fund	411
Total Goal 2		2,161