

The Sanibel School



2014-15 School Improvement Plan

The Sanibel School

3840 SANIBEL CAPTIVA RD, Sanibel, FL 33957

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

School Demographics

School Type

Combination

Title I

No

Free/Reduced Price Lunch

16%

Alternative/ESE Center

No

Charter School

No

Minority

14%

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 Lee 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

All students will thrive in our nurturing learning community.

Provide the school's vision statement

All students will thrive in our nurturing learning community.

School Environment

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

The teachers have students fill out surveys at the beginning of the year to learn about each student's cultural background. Teachers use this information to develop a rapport with each student and his or her family.

The guidance counselor hosts meetings twice a year with our ELL families to build relationships between the school and home.

The school's PTA hosts a welcome tea on the first day of the school year to welcome new families to the school and encourage them to get involved with the school and the community.

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

Lessons on topics from the monthly character education words are presented by the school counselor and the school resource officer in an effort to develop an environment where students feel safe and respected by their peers and the school staff.

Weekly lessons are presented in grades K-5, and monthly lessons are presented in grades 6-8. Every child in grades 5 - 8 is given a TIP card with directions on how to anonymously report a concern about something happening at the school or in the community.

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

We have a positive behavior plan for every grade level in the school.

At the elementary level teachers use a classroom DoJo program to reinforce positive behavior daily. K and 1 classrooms have a citizen of the week program.

Each teacher in grades K-8 has developed a positive reward system for their classroom.

Every student in grades K-8 is expected to follow the the established school rules. If the rules are not followed there is a hierarchy of consequences that are in place to ensure clear and consistent behavioral expectations.

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

The school strives to provide a nurturing environment for all students. Students are encouraged to fill out a "blue slip" when they wish to talk with a staff member about a concern. The student meets with the person that he or she has requested to speak with (counselor, assistant principal, school resource

officer, principal, or a specific teacher) to discuss the concern and the adult counsels them on strategies to help resolve the problem.

Each year the counselor teaches a peer mediation class and develops a core group of students who are then assigned to mediate minor student disagreements.

The counselor also conducts a regular "lunch bunch" with students in need of social supports.

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

The Sanibel School utilizes all of the district adopted data management systems including Pinnacle and Performance Matters. These systems provide teachers and administrators with comprehensive access to all school databases, thereby assisting with the detailed analysis of school, classroom and student level data. Performance Matters databases assist the school with the continual tracking of student data to monitor student progress. Management of early warning systems such as attendance, suspensions, and course failures are tracked via Pinnacle.

Early Warning Indicators include, but are not limited to attendance, suspensions, course failures at interim's, quarters, and year end grades, failure of End of Course exams, and failure to pass the statewide test in math or language arts. Much of this information is analyzed twice a quarter, at interim time and at the end of the quarter.

The Sanibel School is also piloting a second data management system called Castle. Castle tracks attendance, discipline, parent contacts by teachers and administrators. Castle data can be pulled up to include MTSS data, and all other early warning signs listed above during MTSS meetings.

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	3	4	5	6	7	8	
Attendance below 90 percent	1	1	1	2	1	1	0	0	7
One or more suspensions	0	0	0	0	0	0	1	0	1
Course failure in ELA or Math	0	0	0	0	0	1	3	0	4
Level 1 on statewide assessment	0	0	0	2	3	0	0	4	9

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

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

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

Interventions strategies employed by the school to improve academic performance are listed below. Course Failure or a Level 1 or 2 on the statewide assesement in ELA or Math:

1. Child Study Team meetings held at least 3 times a year.
2. MTSS meetings held at least 3 times a year for students, to include parents, teachers,an administrator, the school counselor and reading specialist. When needed the school psychologist, the

school speech pathologist, and a district ESOL support person may also be asked to attend.

3. Academic Support classes twice a week for students in middle school failing a class, to begin after the first quarter.

4. Intensive Reading and Math Classes for middle school students who scored a 1 or a 2 on the FCAT math or reading tests in middle school.

5. "Dragon Time" held 3 times a week for 30 minutes, to remediate middle school students who are in need of extra support in one or more classes.

6. Reading-Round Up in elementary school for students who need extra reading support, 5 days a week for 30 minutes.

7. The After-School Program runs 4 days a week from 2:30-3:30 for students who need extra support in school.

Attendance:

1. Letters are mailed home to parents when their student has had four or more unexcused absences within a thirty day period. Follow up conferences are held as needed.

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

The Sanibel School will hold a minimum of one parent workshop on The Florida State Standards during the 2014-2015 school year.

The Sanibel School sends home a weekly newsletter through Parent Link, which communicates academic and social activities occurring at the school.

Teachers and administrators work closely with parent committees, such as the PTA and SAC to inform its members of new guidelines and educational reforms as they are implemented at the school, and routinely ask for feedback from these groups.

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

The school works closely with business and community partners who provide support to the school and to enhance student achievement. Business partners are actively recruited annually by a parent and school leaders. Their contributions to the school are recognized through the school and local newspapers and on the school TV. They are recognized as Blue Ribbon Partners of the School at an annual recognition Program.

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
Von Harten, Barbara	Principal
McDole, Nancy	Assistant Principal
Wassman, Wendy	Instructional Coach
Angelo, Angela	Teacher, K-12
Camp, Brittany	Teacher, K-12
Macalka, Tiani	Teacher, K-12
Sanders, Laurie	Teacher, K-12
Yates, Pamela	Teacher, ESE

Duties

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

The school leadership team consists of the PLC chairs for each of the schools four professional learning communities within the school, and the school's administrators. The leadership team meets at least twice monthly to review PLC progress towards set goals, and to discuss and review continued progress monitoring of data.

Each PLC Chairperson is an instructional leader in the school. The leaders meet weekly with their PLC team to review data, interventions, successes, and failures. Each PLC chairperson then records the data on the school's SharePoint Site and reports back to the Leadership Team.

The Leadership Team records the information on the school website under Leadership Meetings.

The Leadership team supports each PLC by reviewing weekly agendas, discussing progress towards goals, and giving suggestions to achieve set goals.

Each PLC Chairperson is responsible to report back to the Leadership Team. Each member of the leadership team reviews school-wide systems in place, and where applicable suggests services or programs to improve student outcomes.

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

The Leadership Team meets on Wednesday mornings before school bi-monthly.

The Leadership Team looks at PLC data to determine needs, and coordinates professional development within the school to meet the needs of teachers.

The school leadership team looks at data from each PLC team and identifies resources to meet the needs of all students. Resources available at The Sanibel School are listed below.

A representative of the Leadership Team is a member of the Child Study Team and the school MTSS team, so that information flows from one group to another. The MTSS team meets on an as needed basis to discuss students of concern. Child Study meetings are regularly scheduled during the year, and teachers are encouraged to bring a student to the MTSS team when there is a concern about academic progress or behavior. School and individual students' progress data is analyzed to ensure that specific students' and or program needs of all students are being met within a multi-tiered system of student supports. The team uses a 5 step problem solving process as outlined in the district's MTSS manual.

Federal, state and local funds are used to improve student progress at The Sanibel School. Funds will be used to purchase dictionaries and foreign library books and computer software for our ESOL students. The dictionaries will be used by ESOL students to increase their understanding of vocabulary in all subject areas.

SAI funds are used to pay for a reading paraprofessional to provide extra instructional support for students who are performing below level in reading and need extra reading help. The reading paraprofessional meets with Tier 2 students five days per week for an extra 30 minutes of reading instruction. Data is kept by the paraprofessional, shared with classroom teachers and regularly reviewed with the school's reading coach. SAI funds are also used to purchase materials that support the schools reading program at the elementary level.

Title II funds will be used to support PLC training. Professional Learning Communities were formed during the 2013-2014 school year with the express charge of implementing SIP goals. PLC leaders were trained on the importance of PLCs as true learning communities, developing norms to create a sense of community, a place where teachers feel safe to learn and share information.

Title II funds will be used to purchase materials from the PLC training over the summer. The video's selected by the team and purchased with Title II funds will be shared in PLC's for continued professional development throughout the school year.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Jennifer McSorley	Business/Community
Dawn Hillman	Parent
Denise McKee	Parent
Leilani Sivsov	Parent
Kate Sergeant	Parent
Mark Tesoro	Business/Community
Robbie Roepstorff	Business/Community
Frank Albano	Business/Community
Jason Maughn	Business/Community
Jen Hall	Teacher
Emily Wells	Teacher
Brittany Camp	Teacher
Alex Murray	Education Support Employee
Wendy Wassman	Education Support Employee
Libby Payne	Education Support Employee
Barbara Von Harten	Principal

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

The School Advisory Council reviewed the school's goals for the school year 2013-2014. All goals were met, and the members of SAC were given the data showing goal completion.

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

Members of the School Advisory Council, meet to review and approve The Sanibel School's goals for the 2014-2015 school year.

The goals are presented to SAC with the rationale and data that informed the selection of school goals. The barriers and resources are presented to SAC.

After a review of the 2014-2015 goals the SAC plans on how to support each goal throughout the school year. The goals and data are revisited regularly during monthly SAC meetings.

Changes to resources are updated during SAC meetings as needed.

School Improvement funds will be used to support one of our four SIP goals for this year.

Goal 3: Students in grades 1 through 8 will increase the percentage of non-fiction books read from an average of 9% during the 2013-2014 school year to an average of 15% during the 2014-2015 school year as measured by The Accelerated Reader College and Career Readiness Report.

- Materials to assist classroom teachers, such as non-fiction books for classroom libraries.
- Non-fiction books for the school media center

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

We had hoped to use our School improvement funds to send teachers to the Solution Tree Conference in Orlando; however, were not able to do this as the district had already reached the maximum they were allowed to spend on Solution Tree during the 2013-14 school year. We therefore decided to wait and spend our School Improvement funds to purchase nonfiction books at the beginning of the 2014-15 school year.

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
Von Harten, Barbara	Principal
Wassman, Wendy	Instructional Coach
Baker, Debora	Teacher, K-12
Base, Alicia	Teacher, K-12
Camp, Brittany	Teacher, K-12
Franke, Ann	Teacher, K-12
Gosselin, Jeannie	Teacher, K-12
McDonnell, MaryEileen	Teacher, K-12
Payne, Libby	Instructional Media
Sanders, Laurie	Teacher, K-12
Wappes, Julie	Teacher, K-12
Yates, Pamela	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team meets monthly to review the progress and student performance of four out of the five school improvement goals for the school year 2014-2015.

Goal 1: The percent of the lowest 25% of students making learning gains will increase from 52% to 60%.

Goal 4: Middle School students will know 80% of the 36 key vocabulary terms used in informational writing.

Goal 2: Students in grades 1-8 will increase the percentage of non-fiction books read from an average of 9% during the last school year to 15% in 2014-2015.

Goal 5: Students in grades 3-5 will know 80% of the 33 key vocabulary words used in informational writing.

During the school year 2014-2015 teachers are required to turn in classroom reading diagnostic information weekly to the Reading Coach. The Reading Coach meets with teachers whose students are not making progress towards the goal of increasing the percentage of non-fiction books read, and shares best practices to increase the number of non-fiction texts read by students. AR progress is shared and monitored with individual teachers, and in monthly Literacy Leadership Meetings. A table of results for all teachers is posted on a bulletin board outside the principal's office. The team will review student progress monthly, chart results, discuss progress and work to alleviate barriers. The data for goals 4 and 5, understanding of key vocabulary as it relates to informational writing will be monitored during quarterly Literacy Leadership meetings.

The Leadership team will continue to review our AR goal from the years 2012-2013, and 2014. The goal is to have 10% or fewer students at risk in reading by the end of the year according to our STAR and STAR EL. tests taken five times a year. During the school year 2014-2015 teachers are required to turn in classroom reading diagnostic information weekly to the Reading Coach. The Reading Coach meets with teachers with students who are not making progress towards the goal and shares best practices to decrease the number of students at risk. AR progress is shared and monitored with individual teachers, and as a part of the Literacy Leadership Meetings. A table of results for all teachers is posted on a bulletin board outside the principal's office.

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

Time is set aside for teachers to collaborate weekly.

The Leadership Team met before school to plan and share information with the staff about PLC's (professional learning communities). The Leadership Team attended PLC training during the summer of 2014, and shared their knowledge with PLC teams.

The Sanibel School has four Professional Learning Communities that meet weekly to review student data, collaborate, and plan together to increase student learning.

Each PLC is given the task of setting goals by looking at student data, discerning what is important using the 4 PLC questions, and deciding how to proceed to ensure student learning. The teams are data driven, empowered and encouraged to share what is working, and what is not working within the PLC. Each grade level team meets weekly to review standards, plan and write lessons, and review student data as it relates to progress toward meeting individual, grade level, and schoolwide goals.

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

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

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

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

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

All teachers at The Sanibel School attended preschool training at the district level on the backwards design. The training taught teachers to use the new Florida Standards in reading and math to increase student learning and knowledge of the state standards.

There are academic lesson plans for each subject based on the Florida State Standards posted by the district and the expectation is that they will be used by each teacher when planning lessons, and selecting materials to support instruction. The teachers at The Sanibel School know that what we teach is non-negotiable. How the lessons are presented is the art of teaching.

All teachers are expected to to teach the standards, skills, and concepts included in the district academic plans for each quarter.

Elementary grade level teams are expected to prepare lessons and assessments by grade level.

All teachers must post lesson plans using On-Course with the lesson plan template posted on the schools website.

The school district holds PLC meetings for teachers at the district level in math, reading, science and writing. The Sanibel School sends one teacher to each of these PLC's. Teachers bring back information to the school to continue to enhance the teaching of statewide standards in specific subject areas.

Every teacher's daily learning objectives for each subject must be posted in the classroom every day in student friendly terms.

School administrators ensure that teachers are teaching the standards using materials aligned to the Florida standards by regularly checking teacher lesson plans, and classroom walk-throughs.

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

Teachers meet in grade level teams and in PLC's to review student data. Teachers and administrators meet during PLC's, MTSS meetings and Child Study meetings to review student data and suggest interventions, and or accommodations that need to be put in place to support students who are having difficulty attaining proficient or advanced levels on state assessments. Teachers in PLC's are charged with answering the four PLC questions, especially, "What do we do when students know the information?", and "What do we do when students do not know the information?" Teachers use the data from Performance Matters to track student progress, and look for early warning systems during PLC's.

Differentiated instruction occurs in elementary classrooms during the school day, and is based on data collected by teachers.

Students who are working above grade level in grades 1-5 may qualify for the gifted program, which takes place one day a week for each grade level. Students who are below grade level in reading attend Reading Round-Up a 30 minute reading intervention program. Instruction is also supplemented with computer programs in reading and in math, SuccessMaker, and Compass Learning are two programs used throughout the school.

In the middle school, intensive reading classes are held 3 days a week for 80 minutes, and two days a week for 80 minutes in math. Students have 30 minutes of intensive tutoring three days a week in one or more academic subjects if extra help is needed.

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: Extended School Day

Minutes added to school year: 10,000

An hour long After School Program is provided at the school for all students in grades K-5 four days a week. All students have the opportunity to attend in an effort to improve their skills in reading and/or math. Attending the after school program is recommended as a strategy by the teacher when a child is struggling academically.

Customized Computer Based Programs available during the After School Program are as follows:

SuccessMaker Math

SuccseeMaker Reading

Compass Learning

Accelerated Reader

Individual tutoring is also provided as needed.

Strategy Rationale

Students who need extra Instruction in core academic subjects, may need extra time. The After School Program is held 4 days a week for an hour. Teachers fill out prescriptions for the week after analyzing a student's progress reading, writing or math. The data is shared with the classroom teacher, and in PLC's.

No child is turned away from the After School Program. Scholarships are available.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Wassman, Wendy, wendyhw@leeschools.net

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

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

Strategy: Extended School Day

Minutes added to school year: 2,040

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

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

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

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

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

The WSS and the FLKRS tests are administered to all kindergarten students at the beginning of the school year.

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

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

College and Career Readiness

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

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

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

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

Achieve 3000 (TeenBiz) the middle school progress monitoring tool includes a strong career education component. Middle school reading, social studies, and science teachers use this program to promote career information during the school year.

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

Our focus this year is to provide all of our middle school students with the support they need to be academically successful. It is the goal of the middle school team that all students become proficient in the prerequisite skills necessary to meet the demands of higher level high school course work, and to attain reading Lexile Levels needed for jobs they would like in the future.

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

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.** The percent of the lowest 25% of students making learning gains in reading will increase from 52% in 2014 to 60% in 2015.
- G2.** Students in grade 7 will decrease the number of students earning a failing grade in one or more subject areas from 26% in 2013-2014 to 18% in 2014-2015.
- G3.** Students in grades 1 through 8 will increase the percentage of non-fiction books read from an average of 9% during the 2013-2014 school year to an average of 15% during the 2014-2015 school year.
- G4.** Students in grades 6-8 will demonstrate an average 80% mastery of the 36 key vocabulary terms for Informative and Argumentative Writing as measured by grade level assessments at the end of the 2014-2015 school year.
- G5.** Students in grades 3-5 will demonstrate an average of 80% mastery of the 33 key vocabulary terms for Opinion, Informative or Explanatory Writing as measured by grade level assessments by the end of the 2014-2015 school year.

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. The percent of the lowest 25% of students making learning gains in reading will increase from 52% in 2014 to 60% in 2015. 1a

 G045747

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	60.0
Math Gains	82.0
ELA/Reading Gains	79.0
Math Lowest 25% Gains	75.0

Resources Available to Support the Goal 2

- Intensive Reading classes for students in grades 6-8.
- Achieve 3000 Reading Program
- Dragon Time: 30 minutes of intervention time three days a week.
- Academic Support Classes 5 days a week for 80 minutes
- Middle School PLC Team Smart Goal
- Intensive Reading Instruction at each grade level in grades K-5
- Computer Programs

Targeted Barriers to Achieving the Goal 3

- Lack of prerequisite skills

Plan to Monitor Progress Toward G1. 8

TeenBiz Data: Lexile growth, and College and Career Ready data will be collected at the middle school level. AR Weekly Diagnostic Reports, and STAR and STAR EL reports will be collected at the elementary level.

Person Responsible

Wendy Wassman


Schedule

Monthly, from 9/16/2014 to 5/28/2015

Evidence of Completion

TeenBiz Reports, STAR and STAR EL , and Weekly AR Diagnostic Reports will be collected, and the data will be graphed and reviewed at monthly Literacy Leadership Meetings.

G2. Students in grade 7 will decrease the number of students earning a failing grade in one or more subject areas from 26% in 2013-2014 to 18% in 2014-2015. 1a

 G039375

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	18.0

Resources Available to Support the Goal 2

- Intensive Reading and Math courses
- Academic Support Classes
- Intensive intervention time, "Dragon Time".
- Before School Math Help

Targeted Barriers to Achieving the Goal 3

- Time

Plan to Monitor Progress Toward G2. 8

Report card data will be collected quarterly and reviewed during interim's to determine student progress toward goal.

Person Responsible

Nancy McDole

Schedule

Every 6 Weeks, from 9/16/2014 to 5/21/2015

Evidence of Completion

Report card grades will be collected, and the data compared with last year's data.

Plan to Monitor Progress Toward G2. 8

Intervention attendance sheets to be filled out by academic teachers to record students, intervention, and time spent receiving extra help.

Person Responsible

Nancy McDole

Schedule

Monthly, from 9/16/2014 to 5/21/2015

Evidence of Completion

Intervention attendance Sheets filled out and handed into administration for monitoring progress toward goal.

G3. Students in grades 1 through 8 will increase the percentage of non-fiction books read from an average of 9% during the 2013-2014 school year to an average of 15% during the 2014-2015 school year. 1a

G037359

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	15.0

Resources Available to Support the Goal 2

- Florida State Standards in reading
- Content area standards in reading
- Science texts
- District professional development resources
- Social Studies texts on-line

Targeted Barriers to Achieving the Goal 3

- Lack of non-fiction books in the school media center and in classrooms.

Plan to Monitor Progress Toward G3. 8

Renaissance Place data will be collected weekly by teachers and handed into the reading specialist. The reading specialist will share the data weekly with the building principal.

Person Responsible

Barbara Von Harten

Schedule

Monthly, from 9/11/2014 to 5/7/2015

Evidence of Completion

Increase in number of non-fiction books read as recorded in Renaissance Place, College and Career Readiness. Teacher lesson plans that include teaching of close reading of non-fiction texts. Data shared and recorded during Literacy Leadership Meetings.

Plan to Monitor Progress Toward G3. 8

Concept Test data on Florida State Standards in Reading will be reviewed quarterly.

Person Responsible

Wendy Wassman

Schedule

Quarterly, from 9/25/2014 to 5/22/2015

Evidence of Completion

The number of students increasing percent correct on state standards for informational text reading, as measured by district concept tests.

G4. Students in grades 6-8 will demonstrate an average 80% mastery of the 36 key vocabulary terms for Informative and Argumentative Writing as measured by grade level assessments at the end of the 2014-2015 school year. 1a

G039392

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	80.0

Resources Available to Support the Goal 2

- Collins Writing packet of essential terms related to argument.
- Teacher planning time during PLC's.
- District and School Writing Prompts
- Middle school PLC training on key terms and when to use them.

Targeted Barriers to Achieving the Goal 3

- Lack of prior knowledge of the 36 key vocabulary terms by middle school students.

Plan to Monitor Progress Toward G4. 8

Formative assessments will be developed by middle school teachers to monitor students' understanding of the 36 key vocabulary terms.

Person Responsible

Brittany Camp

Schedule

Quarterly, from 10/1/2014 to 4/28/2015

Evidence of Completion

Results of formative tests given though-out the year will be collected and graphed quarterly.

Plan to Monitor Progress Toward G4. 8

The Middle School academic teachers will use district writing prompts to monitor students' use of the 36 key vocabulary words related to argument writing to monitor progress.

Person Responsible

Wendy Wassman

Schedule

Monthly, from 9/16/2014 to 4/28/2015

Evidence of Completion

Results of mid-year and end of year writing prompts.

Plan to Monitor Progress Toward G4. 8

A vocabulary post test will be given in May to assess student gains.

Person Responsible

Brittany Camp

Schedule

On 5/4/2015

Evidence of Completion

Middle school students will have learned 80% of the key vocabulary terms needed to write an argumentative essay as measured by the district's end of the year writing prompt.

G5. Students in grades 3-5 will demonstrate an average of 80% mastery of the 33 key vocabulary terms for Opinion, Informative or Explanatory Writing as measured by grade level assessments by the end of the 2014-2015 school year. **1a**

 G037360

Targets Supported **1b**

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	80.0

Resources Available to Support the Goal **2**

- Collins Writing Materials
- Writing packet of essential terms related int informational writing
- grade level writing prompts
- school wide writing prompts
- training at the district level
- Collins Type 3 writing training

Targeted Barriers to Achieving the Goal **3**

- Lack of background knowledge of the 33 key vocabulary terms.

Plan to Monitor Progress Toward G5. **8**

Monitor formative assessments of vocabulary terms
 Review material with students scoring below 80% on formative assessments.
 Monitor classroom and district writing prompts.
 Monitor time spent teaching key vocabulary terms.

Person Responsible

Wendy Wassman

Schedule

Monthly, from 9/16/2014 to 5/21/2015

Evidence of Completion

Increase in percentage correct on formative assessments Increased scores on writing prompts
 Increased time spent on vocabulary activities in the classroom as noted in lesson plans Evidence
 will be collected quarterly and shared during Literacy Leadership meetings. If at predetermined
 intervals progress is not being made, the team will revisit barriers and or modify the goal based on
 data.

Action Plan for Improvement

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. The percent of the lowest 25% of students making learning gains in reading will increase from 52% in 2014 to 60% in 2015. **1**

 **G045747**

G1.B4 Lack of prerequisite skills **2**

 **B113303**

G1.B4.S1 Dragon Time: Sanibel School's 30 minutes of Intervention time for middle school students.
Reading Round-Up: Sanibel School's 30 minutes of reading intervention time in grades K-5. **4**

 **S124706**

Strategy Rationale

Students who score below grade level on the State test, need extra time to catch up to their peers. Students needing extra help to meet grade level and state expectations will have 30 minutes of intervention time for 30 minutes three days a week in middle school, and 5 days a week in elementary school.

Action Step 1 **5**

Students who are working below grade level in reading will be enrolled in Reading Round-Up, an in-school intervention program.

Person Responsible

Wendy Wassman

Schedule

Daily, from 8/25/2014 to 5/28/2015

Evidence of Completion

Improved scores on SRA Reading Mastery Check-Ups, and STAR Reading and STAR EL tests given 5 times a year.

Action Step 2 5

Middle school students working below grade level will be pulled for extra help during Dragon Time, in-school intervention time.

Person Responsible

Nancy McDole

Schedule

Weekly, from 9/9/2014 to 5/28/2015

Evidence of Completion

Increase in Lexile Reading Levels, and decreasing failure rate.

Action Step 3 5

Before school math support for middle school students is available two mornings a week.

Person Responsible

Diane Cortese

Schedule

Weekly, from 9/2/2014 to 5/28/2015

Evidence of Completion

The number of failing test scores will decrease.

Action Step 4 5

Student attendance in The Sanibel School's After-School Program will be strongly encouraged by grade level teachers, the reading coach, The Child Study Team, PLC's and at MTSS meetings. Each teacher fills out a prescriptive learning form weekly for each child attending the After-School program.

Person Responsible

Wendy Wassman

Schedule

Daily, from 9/2/2014 to 5/29/2015

Evidence of Completion

An Excel Spreadsheet is kept of students' attendance, and each prescriptive learning plan. The plan is reviewed with the Child Study Team and the classroom teacher several times during the year to meet each students needs.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

SRA Reading Mastery Check-outs will be given as prescribed by the program, and the data will be shared with classroom teachers and the school's reading specialist for the Reading Round-Up program.

Person Responsible

Wendy Wassman

Schedule

Every 2 Months, from 9/18/2014 to 5/28/2015

Evidence of Completion

Data charts showing student scores will be collected and reviewed to monitor the plan. Lesson plans will also be reviewed quarterly.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Student participation will be monitored through test scores, report cards, and an increase in Lexile Levels in reading for students needing extra help during Dragon Time.

Person Responsible

Nancy McDole

Schedule

Monthly, from 9/23/2014 to 5/28/2015

Evidence of Completion

Student participation will be monitored through Castle, a school database system to track student participation. The school's assistant principal will monitor report cards quarterly, and teachers will keep test and homework data in Pinnacle to monitor student progress.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Decrease in percentage of students at risk on AR Weekly Diagnostic Reports

Person Responsible

Wendy Wassman

Schedule

Weekly, from 9/11/2014 to 5/28/2015

Evidence of Completion

Weekly Diagnostic Reports will be collected from each teacher for students in grades K-8, and the data will be reviewed monthly during Literacy Leadership Meetings.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

SRA Reading Mastery Check-Outs will be given, recorded and reviewed at least once a quarter with the reading specialist, and classroom teachers.

Person Responsible

Wendy Wassman

Schedule

Quarterly, from 9/25/2014 to 5/28/2015

Evidence of Completion

Increased scores in Reading Mastery Check-outs, and improved STAR and STAR EL testing data will be used to monitor progress.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Report cards will be reviewed during the middle school PLC meetings held weekly to review effectiveness of the extra help during Dragon Time.

Person Responsible

Brittany Camp


Schedule

Monthly, from 9/9/2014 to 5/28/2015

Evidence of Completion

Students with fewer failing grades on their report cards specifically in math and language arts.

G2. Students in grade 7 will decrease the number of students earning a failing grade in one or more subject areas from 26% in 2013-2014 to 18% in 2014-2015. **1**

 G039375

G2.B1 Time **2**

 B094861

G2.B1.S1 Schedule time during the school day to work with students who are falling behind in one or more subject areas. **4**

 S115209

Strategy Rationale

Students need extra help when falling behind in a class. Content teachers know their subject matter and are the best support for a student who is not mastering content standards, in one or more subject areas. Using school-wide early warning database systems students will be selected as needed for extra support during the school day.

Action Step 1 **5**

Changes will be made to the school calendar. Intervention time, which will be known as "Dragon Time" on the school calendar, will be scheduled three days a week from 9:10-9:40 on Tuesdays, Wednesdays, and Thursdays in the middle school. The change in schedule will effect all middle school students.

Person Responsible

Barbara Von Harten

Schedule

On 5/21/2015

Evidence of Completion

The Sanibel School Middle School Schedule will be changed to include intervention time three days a week from 9:10-9:40, the evidence will be the change in the school schedule and bell times.

Action Step 2 5

Teachers will meet to discuss student data during their professional learning community meetings weekly. Teachers will make changes to intervention schedules for students who are failing, or students who are falling behind in course work.

Person Responsible

Nancy McDole

Schedule

Weekly, from 9/16/2014 to 5/21/2015

Evidence of Completion

Intervention schedules will be monitored by the administration team. Intervention attendance forms will be filled out by middle school teachers on paper, or in Castle, a school-wide data base system, and collected by the administration to demonstrate that teachers are working with students who need extra help.

Action Step 3 5

Students will move in and out of intervention classes as needed.

Person Responsible

Nancy McDole

Schedule

Daily, from 9/9/2014 to 5/21/2015

Evidence of Completion

Intervention attendance forms turned into the assistant principal quarterly, or kept in Castle.

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

Intervention Attendance Charts will be mandated and will include subject area, teacher, students, and a brief description of the intervention. The charts will be data will be kept in Castle, or on paper, and reviewed quarterly.

Person Responsible

Nancy McDole

Schedule

Quarterly, from 9/16/2014 to 5/21/2015

Evidence of Completion

Attendance Charts and Student grade data collected quarterly.

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

Report cards will be reviewed quarterly, and interim reports will also be reviewed to monitor implementation.

Person Responsible

Nancy McDole

Schedule

Every 6 Weeks, from 9/16/2014 to 5/21/2015

Evidence of Completion

Fewer failing grades will be earned by students in 7th grade in one or more subject areas.

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

Report card grades will be monitored on interim's, and quarterly report cards.

Person Responsible

Nancy McDole


Schedule

Every 6 Weeks, from 9/9/2014 to 5/21/2015


Evidence of Completion

Fewer students will be failing one more classes on interim, and quarterly report cards in 7th grade at The Sanibel School.


G3. Students in grades 1 through 8 will increase the percentage of non-fiction books read from an average of 9% during the 2013-2014 school year to an average of 15% during the 2014-2015 school year. **1**

 G037359

G3.B1 Lack of non-fiction books in the school media center and in classrooms. **2**

 B089720

G3.B1.S1 Purchase of non-fiction texts for the school media center and classroom libraries at all levels to enhance instruction. **4**

 S100423

Strategy Rationale

Standards call for a shift in the balance of fiction and non-fiction texts. In order to help students become college and career ready students need to read, and understand, non-fiction. To encourage students to read non-fiction it is important to have a selection of up to date non-fiction texts readily available in the media center and in classrooms.

Action Step 1 **5**

All teachers will review Florida's content standards in reading non-fiction for their grade level and select needed non-fiction titles at appropriate Lexile levels for their students.

Person Responsible

Libby Payne

Schedule

Monthly, from 9/11/2014 to 5/7/2015

Evidence of Completion

Lists of needed non-fiction texts will be turned into the building administration, and the media specialist.

Action Step 2 5

The grade 4-5 PLC will dig deeper into teaching non-fiction, and how to encourage students to read non-fiction text closely.

Person Responsible

Wendy Wassman

Schedule

Weekly, from 9/2/2014 to 5/5/2015

Evidence of Completion

Agendas and minutes from the grade 4-5 PLC sessions will be posted on The Sanibel School SharePoint site. The minutes will include weekly data, and reports. Student progress will be monitored in Performance Matters on Florida Literacy State Standards for Informational text reading.

Action Step 3 5

Teachers will monitor the amount of non-fiction texts read monthly by students in their classrooms.

Person Responsible

Wendy Wassman

Schedule

Monthly, from 9/11/2014 to 5/7/2015

Evidence of Completion

Data graphs from Renaissance Learning will be kept, and the amount of non-fiction read in each teacher's classroom will be shared by the reading specialist, and reviewed monthly during Literacy Leadership Meetings.

Action Step 4 5

Teachers will read aloud non-fiction texts in their classrooms to engage their students in subject area content, especially in the area of science. (This is a continuation of the school-wide science goal from 2013-2014.)

Person Responsible

Nancy McDole

Schedule

Monthly, from 9/2/2014 to 5/28/2015

Evidence of Completion

Lesson plans will be reviewed, for specific read aloud activities in grades K-5.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Teachers will keep data using AR Diagnostic Reports, AR College and Career Readiness information, and district concept tests in reading.

Person Responsible

Wendy Wassman

Schedule

Monthly, from 9/11/2014 to 5/7/2015

Evidence of Completion

Data will be shared, reviewed, and kept by the principal. Graphs showing progress toward the goal of increasing the percentage of non-fiction books read from 9% to 15% will be kept by the reading specialist, and whole school data will be shared by the reading specialist monthly at the Literacy Leadership Meetings.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Baseline data of non-fiction texts read will be shared at pre-school meetings.

Non-fiction text lists will be collected by the media specialist from classroom and content area teachers.

Monitoring and sharing best practices that promote positive results will be shared.

Monitoring of practices will be discussed in grade 4-5 PLC sessions. The 4-5 PLC

During Literacy Leadership meetings members will discuss strategies that work in promoting close reading of non-fiction text.

The Literacy Leadership Team will continually work with grade level data to determine strategies that are, and are not working, and make decisions as needed to increase the amount of non-fiction read.

Person Responsible

Wendy Wassman

Schedule

Monthly, from 9/11/2014 to 5/7/2015


Evidence of Completion

Positive changes in the amount of non-fiction texts read by students. Progress towards meeting the goals by grade level will be posted monthly on the Literacy Leadership Agenda by the reading specialist. Monitoring of On-Course lesson plans by school administrators. Student scores in Concept Reading Tests based on Reading Informational text standards. The amount of non-fiction texts will be graphed and posted quarterly by the reading specialist, with the data being collected through Renaissance College and Career Readiness Data.


G4. Students in grades 6-8 will demonstrate an average 80% mastery of the 36 key vocabulary terms for Informative and Argumentative Writing as measured by grade level assessments at the end of the 2014-2015 school year. **1**

 G039392

G4.B1 Lack of prior knowledge of the 36 key vocabulary terms by middle school students. **2**

 B102124

G4.B1.S2 Students will use the 36 key vocabulary words when writing in one or more content area. **4**

 S126138

Strategy Rationale

Students learn best when words are learned in context. It takes time to learn new vocabulary. Students who hear, speak, and write new words and apply them to writing will have a deeper understanding of the words.

Action Step 1 **5**

Students will be given a pre-test to determine the percentage of words each student understands.

Person Responsible

Brittany Camp

Schedule

On 10/31/2014

Evidence of Completion

Baseline test results will be collected and shared with the middle school team, and school administrators.

Action Step 2 **5**

Teachers will review the 36 key words and select the words they will teach in their content area.

Person Responsible

Brittany Camp

Schedule

On 10/31/2014

Evidence of Completion

Action Step 3 5

Based on vocabulary pre-test results, teachers will plan lessons for students, differentiating for students who know most of the words and those who know only a few.

Person Responsible

Brittany Camp

Schedule

Biweekly, from 10/31/2014 to 5/28/2015

Evidence of Completion

Vocabulary test data, or type 2 content writing data will be collected and shared with the middle school team.

Action Step 4 5

A post-test will be given at the end of the school year to assess middle school students knowledge of the 36 key vocabulary terms for argumentative writing.

Person Responsible

Brittany Camp

Schedule

On 5/28/2015

Evidence of Completion

The post test data will be graphed and shared with the Literacy Leadership Team, and the middle school team.

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

To monitor the plan teachers will review data quarterly.

Person Responsible

Alicia Base

Schedule

Quarterly, from 10/13/2014 to 5/28/2015

Evidence of Completion

Formative assessments, and writing samples will be collected to demonstrate implementation of the action plan.

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Vocabulary lesson will take place in all middle school content areas throughout the year.

Person Responsible

Nancy McDole

Schedule

Monthly, from 11/3/2014 to 5/28/2015

Evidence of Completion

On-course lesson plans will be monitored and collected by the school's assistant principal.

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Middle school teachers in all content areas will meet monthly during their PLC team meetings to monitor student progress, and review and support strategies that work.

Person Responsible

Brittany Camp

Schedule

Monthly, from 11/3/2014 to 6/1/2015


Evidence of Completion

Team meeting notes.

G5. Students in grades 3-5 will demonstrate an average of 80% mastery of the 33 key vocabulary terms for Opinion, Informative or Explanatory Writing as measured by grade level assessments by the end of the 2014-2015 school year. 1

 G037360

G5.B2 Lack of background knowledge of the 33 key vocabulary terms. 2

 B089724

G5.B2.S2 Students will use the key vocabulary terms that relate to written text when writing Type 3 papers during the school year. 4

 S118715

Strategy Rationale

The 33 key vocabulary words have been referred to as, "traveling words". These words go from academic subject to academic subject. It is important for students to be able to use these words when writing in all content areas.

Action Step 1 5

Teachers will read, "Essential Terms Related to Informative Writing" by John Collins and Paige Boncher.

Person Responsible

Wendy Wassman

Schedule

On 10/31/2014

Evidence of Completion

Teachers of grades 3, 4, and 5 will create a pretest and a post-test using the key vocabulary terms.

Action Step 2 5

Students will be taught the 33 key vocabulary terms in grades 3-5.

Person Responsible

Wendy Wassman

Schedule

Weekly, from 10/1/2014 to 5/21/2015

Evidence of Completion

Teacher lesson plans will be monitored for key vocabulary lessons.

Action Step 3 5

Students will use key vocabulary terms related to informative writing during Type 3 writing, and district writing prompts.

Person Responsible

Wendy Wassman

Schedule

Quarterly, from 10/1/2014 to 5/21/2015

Evidence of Completion

District writing prompts scored and data kept by grade levels chairs, and the reading specialist.

Action Step 4 5

Teachers will use formative assessments to monitor students' progress toward goal.

Person Responsible

Nancy McDole

Schedule

Quarterly, from 9/16/2014 to 5/21/2015

Evidence of Completion

Formative assessment data will be kept by each grade level and turned into the school's administrators quarterly.

Action Step 5 5

Students will know 80% of the 33 key vocabulary terms as related to informative writing by the end of the school year.

Person Responsible

Wendy Wassman

Schedule

On 5/21/2015

Evidence of Completion

Completion of the 33 key word vocabulary post-test by students in grades 3-5.

Plan to Monitor Fidelity of Implementation of G5.B2.S2 6

Teacher lesson plans will be monitored for lessons on key the key vocabulary terms.

Person Responsible

Wendy Wassman

Schedule

Monthly, from 10/1/2014 to 5/14/2015

Evidence of Completion

Lesson plans will be monitored and collected to demonstrate teaching of 33 key vocabulary terms monthly.

Plan to Monitor Fidelity of Implementation of G5.B2.S2 6

School-wide and district writing prompts will be monitored for key vocabulary words.

Person Responsible

Wendy Wassman

Schedule

Quarterly, from 10/30/2014 to 3/19/2015

Evidence of Completion

Writing prompts will be collected and reviewed by each grade level. Data will be charted and shared at the Literacy Leadership Meetings.

Plan to Monitor Fidelity of Implementation of G5.B2.S2 6

A vocabulary post-test will be given to each student in grades 3-5 in May.

Person Responsible

Wendy Wassman

Schedule

On 5/21/2015

Evidence of Completion

Results of the post-test will be collected as evidence that the 33 key vocabulary terms were taught with fidelity.

Plan to Monitor Effectiveness of Implementation of G5.B2.S2 7

Teachers will monitor formative assessments to discern which students are scoring below 80%.

Person Responsible

Wendy Wassman

Schedule

Quarterly, from 10/1/2014 to 5/21/2015

Evidence of Completion

Data spreadsheets will be collected as evidence that students are making progress toward the goal of knowing 33 key vocabulary terms with 80% accuracy, and shared at grade level and Literacy Leadership Meetings.

Plan to Monitor Effectiveness of Implementation of G5.B2.S2 7

Post Test data on 33 Key Vocabulary Terms

Person Responsible

Wendy Wassman

Schedule

On 5/21/2015

Evidence of Completion

Pretest and Post-test data will be analyzed to demonstrate if the strategy was monitored with fidelity and if the goal was met.

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
G3.B1.S1.A1	All teachers will review Florida's content standards in reading non-fiction for their grade level and select needed non-fiction titles at appropriate Lexile levels for their students.	Payne, Libby	9/11/2014	Lists of needed non-fiction texts will be turned into the building administration, and the media specialist.	5/7/2015 monthly
G2.B1.S1.A1	Changes will be made to the school calendar. Intervention time, which will be known as "Dragon Time" on the school calendar, will be scheduled three days a week from 9:10-9:40 on Tuesdays, Wednesdays, and Thursdays in the middle school. The change in schedule will effect all middle school students.	Von Harten, Barbara	9/11/2014	The Sanibel School Middle School Schedule will be changed to include intervention time three days a week from 9:10-9:40, the evidence will be the change in the school schedule and bell times.	5/21/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G5.B2.S2.A1	Teachers will read, "Essential Terms Related to Informative Writing" by John Collins and Paige Boncher.	Wassman, Wendy	10/1/2014	Teachers of grades 3, 4, and 5 will create a pretest and a post-test using the key vocabulary terms.	10/31/2014 one-time
G1.B4.S1.A1	Students who are working below grade level in reading will be enrolled in Reading Round-Up, an in-school intervention program.	Wassman, Wendy	8/25/2014	Improved scores on SRA Reading Mastery Check-Ups, and STAR Reading and STAR EL tests given 5 times a year.	5/28/2015 daily
G4.B1.S2.A1	Students will be given a pre-test to determine the percentage of words each student understands.	Camp, Brittany	10/13/2014	Baseline test results will be collected and shared with the middle school team, and school administrators.	10/31/2014 one-time
G3.B1.S1.A2	The grade 4-5 PLC will dig deeper into teaching non-fiction, and how to encourage students to read non-fiction text closely.	Wassman, Wendy	9/2/2014	Agendas and minutes from the grade 4-5 PLC sessions will be posted on The Sanibel School SharePoint site. The minutes will include weekly data, and reports. Student progress will be monitored in Performance Matters on Florida Literacy State Standards for Informational text reading.	5/5/2015 weekly
G2.B1.S1.A2	Teachers will meet to discuss student data during their professional learning community meetings weekly. Teachers will make changes to intervention schedules for students who are failing, or students who are falling behind in course work.	McDole, Nancy	9/16/2014	Intervention schedules will be monitored by the administration team. Intervention attendance forms will be filled out by middle school teachers on paper, or in Castle, a school-wide data base system, and collected by the administration to demonstrate that teachers are working with students who need extra help.	5/21/2015 weekly
G5.B2.S2.A2	Students will be taught the 33 key vocabulary terms in grades 3-5.	Wassman, Wendy	10/1/2014	Teacher lesson plans will be monitored for key vocabulary lessons.	5/21/2015 weekly
G1.B4.S1.A2	Middle school students working below grade level will be pulled for extra help during Dragon Time, in-school intervention time.	McDole, Nancy	9/9/2014	Increase in Lexile Reading Levels, and decreasing failure rate.	5/28/2015 weekly
G4.B1.S2.A2	Teachers will review the 36 key words and select the words they will teach in their content area.	Camp, Brittany	10/13/2014		10/31/2014 one-time
G3.B1.S1.A3	Teachers will monitor the amount of non-fiction texts read monthly by students in their classrooms.	Wassman, Wendy	9/11/2014	Data graphs from Renaissance Learning will be kept, and the amount of non-fiction read in each teacher's classroom will be shared by the reading specialist, and reviewed monthly during Literacy Leadership Meetings.	5/7/2015 monthly
G2.B1.S1.A3	Students will move in and out of intervention classes as needed.	McDole, Nancy	9/9/2014	Intervention attendance forms turned into the assistant principal quarterly, or kept in Castle.	5/21/2015 daily
G5.B2.S2.A3	Students will use key vocabulary terms related to informative writing during Type 3 writing, and district writing prompts.	Wassman, Wendy	10/1/2014	District writing prompts scored and data kept by grade levels chairs, and the reading specialist.	5/21/2015 quarterly
G1.B4.S1.A3	Before school math support for middle school students is available two mornings a week.	Cortese, Diane	9/2/2014	The number of failing test scores will decrease.	5/28/2015 weekly
G4.B1.S2.A3	Based on vocabulary pre-test results, teachers will plan lessons for students, differentiating for students who know most of the words and those who know only a few.	Camp, Brittany	10/31/2014	Vocabulary test data, or type 2 content writing data will be collected and shared with the middle school team.	5/28/2015 biweekly
G5.B2.S2.A4	Teachers will use formative assessments to monitor students' progress toward goal.	McDole, Nancy	9/16/2014	Formative assessment data will be kept by each grade level and turned into the school's administrators quarterly.	5/21/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B4.S1.A4	Student attendance in The Sanibel School's After-School Program will be strongly encouraged by grade level teachers, the reading coach, The Child Study Team, PLC's and at MTSS meetings. Each teacher fills out a prescriptive learning form weekly for each child attending the After-School program.	Wassman, Wendy	9/2/2014	An Excel Spreadsheet is kept of students' attendance, and each prescriptive learning plan. The plan is reviewed with the Child Study Team and the classroom teacher several times during the year to meet each students needs.	5/29/2015 daily
G3.B1.S1.A4	Teachers will read aloud non-fiction texts in their classrooms to engage their students in subject area content, especially in the area of science. (This is a continuation of the school-wide science goal from 2013-2014.)	McDole, Nancy	9/2/2014	Lesson plans will be reviewed, for specific read aloud activities in grades K-5.	5/28/2015 monthly
G4.B1.S2.A4	A post-test will be given at the end of the school year to assess middle school students knowledge of the 36 key vocabulary terms for argumentative writing.	Camp, Brittany	5/4/2015	The post test data will be graphed and shared with the Literacy Leadership Team, and the middle school team.	5/28/2015 one-time
G5.B2.S2.A5	Students will know 80% of the 33 key vocabulary terms as related to informative writing by the end of the school year.	Wassman, Wendy	5/4/2015	Completion of the 33 key word vocabulary post-test by students in grades 3-5.	5/21/2015 one-time
G1.MA1	TeenBiz Data: Lexile growth, and College and Career Ready data will be collected at the middle school level. AR Weekly Diagnostic Reports, and STAR and STAR EL reports will be collected at the elementary level.	Wassman, Wendy	9/16/2014	TeenBiz Reports, STAR and STAR EL, and Weekly AR Diagnostic Reports will be collected, and the data will be graphed and reviewed at monthly Literacy Leadership Meetings.	5/28/2015 monthly
G1.B4.S1.MA1	Decrease in percentage of students at risk on AR Weekly Diagnostic Reports	Wassman, Wendy	9/11/2014	Weekly Diagnostic Reports will be collected from each teacher for students in grades K-8, and the data will be reviewed monthly during Literacy Leadership Meetings.	5/28/2015 weekly
G1.B4.S1.MA4	SRA Reading Mastery Check-Outs will be given, recorded and reviewed at least once a quarter with the reading specialist, and classroom teachers.	Wassman, Wendy	9/25/2014	Increased scores in Reading Mastery Check-outs, and improved STAR and STAR EL testing data will be used to monitor progress.	5/28/2015 quarterly
G1.B4.S1.MA5	Report cards will be reviewed during the middle school PLC meetings held weekly to review effectiveness of the extra help during Dragon Time.	Camp, Brittany	9/9/2014	Students with fewer failing grades on their report cards specifically in math and language arts.	5/28/2015 monthly
G1.B4.S1.MA1	SRA Reading Mastery Check-outs will be given as prescribed by the program, and the data will be shared with classroom teachers and the school's reading specialist for the Reading Round-Up program.	Wassman, Wendy	9/18/2014	Data charts showing student scores will be collected and reviewed to monitor the plan. Lesson plans will also be reviewed quarterly.	5/28/2015 every-2-months
G1.B4.S1.MA2	Student participation will be monitored through test scores, report cards, and an increase in Lexile Levels in reading for students needing extra help during Dragon Time.	McDole, Nancy	9/23/2014	Student participation will be monitored through Castle, a school database system to track student participation. The school's assistant principal will monitor report cards quarterly, and teachers will keep test and homework data in Pinnacle to monitor student progress.	5/28/2015 monthly
G2.MA1	Report card data will be collected quarterly and reviewed during interim's to determine student progress toward goal.	McDole, Nancy	9/16/2014	Report card grades will be collected, and the data compared with last year's data.	5/21/2015 every-6-weeks

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.MA2	Intervention attendance sheets to be filled out by academic teachers to record students, intervention, and time spent receiving extra help.	McDole, Nancy	9/16/2014	Intervention attendance Sheets filled out and handed into administration for monitoring progress toward goal.	5/21/2015 monthly
G2.B1.S1.MA1	Report card grades will be monitored on interim's, and quarterly report cards.	McDole, Nancy	9/9/2014	Fewer students will be failing one more classes on interim, and quarterly report cards in 7th grade at The Sanibel School.	5/21/2015 every-6-weeks
G2.B1.S1.MA1	Intervention Attendance Charts will be mandated and will include subject area, teacher, students, and a brief description of the intervention. The charts will be data will be kept in Castle, or on paper, and reviewed quarterly.	McDole, Nancy	9/16/2014	Attendance Charts and Student grade data collected quarterly.	5/21/2015 quarterly
G2.B1.S1.MA3	Report cards will be reviewed quarterly, and interim reports will also be reviewed to monitor implementation.	McDole, Nancy	9/16/2014	Fewer failing grades will be earned by students in 7th grade in one or more subject areas.	5/21/2015 every-6-weeks
G3.MA1	Renaissance Place data will be collected weekly by teachers and handed into the reading specialist. The reading specialist will share the data weekly with the building principal.	Von Harten, Barbara	9/11/2014	Increase in number of non-fiction books read as recorded in Renaissance Place, College and Career Readiness. Teacher lesson plans that include teaching of close reading of non-fiction texts. Data shared and recorded during Literacy Leadership Meetings.	5/7/2015 monthly
G3.MA2	Concept Test data on Florida State Standards in Reading will be reviewed quarterly.	Wassman, Wendy	9/25/2014	The number of students increasing percent correct on state standards for informational text reading, as measured by district concept tests.	5/22/2015 quarterly
G3.B1.S1.MA1	Baseline data of non-fiction texts read will be shared at pre-school meetings. Non-fiction text lists will be collected by the media specialist from classroom and content area teachers. Monitoring and sharing best practices that promote positive results will be shared. Monitoring of practices will be discussed in grade 4-5 PLC sessions. The 4-5 PLC During Literacy Leadership meetings members will discuss strategies that work in promoting close reading of non-fiction text. The Literacy Leadership Team will continually work with grade level data to determine strategies that are, and are not working, and make decisions as needed to increase the amount of non-fiction read.	Wassman, Wendy	9/11/2014	Positive changes in the amount of non-fiction texts read by students. Progress towards meeting the goals by grade level will be posted monthly on the Literacy Leadership Agenda by the reading specialist. Monitoring of On-Course lesson plans by school administrators. Student scores in Concept Reading Tests based on Reading Informational text standards. The amount of non-fiction texts will be graphed and posted quarterly by the reading specialist, with the data being collected through Renaissance College and Career Readiness Data.	5/7/2015 monthly
G3.B1.S1.MA1	Teachers will keep data using AR Diagnostic Reports, AR College and Career Readiness information, and district concept tests in reading.	Wassman, Wendy	9/11/2014	Data will be shared, reviewed, and kept by the principal. Graphs showing progress toward the goal of increasing the percentage of non-fiction books read from 9% to 15% will be kept by the reading specialist, and whole school data will be shared by the reading specialist monthly at the Literacy Leadership Meetings.	5/7/2015 monthly
G4.MA1	Formative assessments will be developed by middle school teachers to monitor students' understanding of the 36 key vocabulary terms.	Camp, Brittany	10/1/2014	Results of formative tests given throughout the year will be collected and graphed quarterly.	4/28/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.MA1	The Middle School academic teachers will use district writing prompts to monitor students' use of the 36 key vocabulary words related to argument writing to monitor progress.	Wassman, Wendy	9/16/2014	Results of mid-year and end of year writing prompts.	4/28/2015 monthly
G4.MA3	A vocabulary post test will be given in May to assess student gains.	Camp, Brittany	5/4/2015	Middle school students will have learned 80% of the key vocabulary terms needed to write an argumentative essay as measured by the district's end of the year writing prompt.	5/4/2015 one-time
G4.B1.S2.MA1	Middle school teachers in all content areas will meet monthly during their PLC team meetings to monitor student progress, and review and support strategies that work.	Camp, Brittany	11/3/2014	Team meeting notes.	6/1/2015 monthly
G4.B1.S2.MA1	To monitor the plan teachers will review data quarterly.	Base, Alicia	10/13/2014	Formative assessments, and writing samples will be collected to demonstrate implementation of the action plan.	5/28/2015 quarterly
G4.B1.S2.MA2	Vocabulary lesson will take place in all middle school content areas throughout the year.	McDole, Nancy	11/3/2014	On-course lesson plans will be monitored and collected by the school's assistant principal.	5/28/2015 monthly
G5.MA1	Monitor formative assessments of vocabulary terms Review material with students scoring below 80% on formative assessments. Monitor classroom and district writing prompts. Monitor time spent teaching key vocabulary terms.	Wassman, Wendy	9/16/2014	Increase in percentage correct on formative assessments Increased scores on writing prompts Increased time spent on vocabulary activities in the classroom as noted in lesson plans Evidence will be collected quarterly and shared during Literacy Leadership meetings. If at predetermined intervals progress is not being made, the team will revisit barriers and or modify the goal based on data.	5/21/2015 monthly
G5.B2.S2.MA1	Teachers will monitor formative assessments to discern which students are scoring below 80%.	Wassman, Wendy	10/1/2014	Data spreadsheets will be collected as evidence that students are making progress toward the goal of knowing 33 key vocabulary terms with 80% accuracy, and shared at grade level and Literacy Leadership Meetings.	5/21/2015 quarterly
G5.B2.S2.MA5	Post Test data on 33 Key Vocabulary Terms	Wassman, Wendy	5/4/2015	Pretest and Post-test data will be analyzed to demonstrate if the strategy was monitored with fidelity and if the goal was met.	5/21/2015 one-time
G5.B2.S2.MA1	Teacher lesson plans will be monitored for lessons on key the key vocabulary terms.	Wassman, Wendy	10/1/2014	Lesson plans will be monitored and collected to demonstrate teaching of 33 key vocabulary terms monthly.	5/14/2015 monthly
G5.B2.S2.MA2	School-wide and district writing prompts will be monitored for key vocabulary words.	Wassman, Wendy	10/30/2014	Writing prompts will be collected and reviewed by each grade level. Data will be charted and shared at the Literacy Leadership Meetings.	3/19/2015 quarterly
G5.B2.S2.MA3	A vocabulary post-test will be given to each student in grades 3-5 in May.	Wassman, Wendy	5/14/2015	Results of the post-test will be collected as evidence that the 33 key vocabulary terms were taught with fidelity.	5/21/2015 one-time

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.

G3. Students in grades 1 through 8 will increase the percentage of non-fiction books read from an average of 9% during the 2013-2014 school year to an average of 15% during the 2014-2015 school year.

G3.B1 Lack of non-fiction books in the school media center and in classrooms.

G3.B1.S1 Purchase of non-fiction texts for the school media center and classroom libraries at all levels to enhance instruction.

PD Opportunity 1

The grade 4-5 PLC will dig deeper into teaching non-fiction, and how to encourage students to read non-fiction text closely.

Facilitator

Trainer from the school district, or a staff member who has been trained by the district on non-fiction close reading strategies.

Participants

All elementary teachers

Schedule

Weekly, from 9/2/2014 to 5/5/2015

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 3: Students in grades 1 through 8 will increase the percentage of non-fiction books read from an average of 9% during the 2013-2014 school year to an average of 15% during the 2014-2015 school year.	6,275
Grand Total	6,275

Goal 3: Students in grades 1 through 8 will increase the percentage of non-fiction books read from an average of 9% during the 2013-2014 school year to an average of 15% during the 2014-2015 school year.

Description	Source	Total
B1.S1.A1 - The funding for non-fiction books will come from School Improvement funds, and approved by SAC.	School Improvement Funds	6,275
Total Goal 3		6,275