

Golden Terrace Elementary School



2014-15 School Improvement Plan

Golden Terrace Elementary School

2711 44TH TER SW, Naples, FL 34116

[no web address on file]

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
91%

Alternative/ESE Center
No

Charter School
No

Minority
92%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	D	C	D

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

Educating for a lifetime of success.

Provide the school's vision statement

We, the community of Golden Terrace Elementary School, in educating our students for a lifetime of success, strive to provide a secure and trusting environment that challenges each student to reach his/her fullest potential.

School Environment

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

We believe that students who have a close, positive, and supportive relationship with their teachers will attain higher levels of achievement. Positive teacher student relationships draw students into the process of learning and that promotes their desire to learn. Setting high expectations is part of this process as we strive to make connections between school and the community. Culturally responsive teaching involves taking into account cultural differences, including learning styles, values, attitudes, behaviors, and languages. ELL contact provides professional development to teachers on cultural differences, learning styles, values, and attitudes. Respect is central to this and we respect our students and believe in their potential as learners.

The significant reduction in school-wide Office Detention Referrals (ODR's) is attributed to the positive rapport between teacher and students. Our school-wide Positive Behavior Support (PBS) system includes an attendance incentive along with behavior expectations rewarding attendance and punctuality and good behavior with non-uniform incentive days. GTE's monthly Parent Involvement Curriculum Workshops encourage and provide support for families in Reading, Math, and Science. The morning workshops are favorably attended as the content supports student learning in the home. The progressive impact of the STEM Nights and the high turnout from the community to our Fall and Spring Festivals enable all stakeholders to take part in a range of academic and fun events that foster relationships between teachers, parents, and students.

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

The Golden Terrace school community collaborated on and created a school wide vision, which is the foundation of the school climate. The students recite a school pledge every morning, which reflects the school expectations and encourages the students to utilize the concepts throughout the day. Each classroom establishes clear norms for learning through responsibility, respect, perseverance and tolerance for others. Class routines and protocols are established and practiced by all stakeholders, which is conducive to a safe learning environment that is non threatening and encourages students to take chances.

The school implements the Positive Behavior Support (PBS) system philosophy to promote and teach appropriate behaviors. Recognition and rewards are presented to individual students, groups, as well as school wide. A variety of interventions are utilized for the students that may require additional support. These interventions include check in/check out with a staff member, individualized behavior plans, etc.

The safety of the students is paramount and the one-point-of-entry system installed at both the

primary and intermediate campuses have enhanced our school wide safety and limited access points. All visitors are required to report to the main office to obtain a campus pass. The visitors are required to present a government photo id, which is scanned through a national database exposing any individual that is a potential threat to the well being of the school community. The daily reminder on the Toucan Times (daily electronic bulletin) prompts the staff to lock their doors and wear their respected badges. The bulletin states the background color of the visitor pass, which changes on a daily basis and discourages the use of expired passes.

School wide Emergency Procedures for a variety of circumstances (Fire Drills, Code Red-Lockdowns, Code Yellow-lockdowns, Tornado Drills, severe weather/lightning, and bus evacuations) are established. The procedures and protocols are reviewed throughout the year and monthly Emergency drills are conducted and evaluated.

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

GTE has a PBS Team which meets monthly to review data, problem solve and identify training needs; this team is made up of representatives from every grade level team, including administration, and non instructional. The Dog Tag incentive program is school-wide strategy to reward and increase positive behavior. In order to earn a dog tag, students must have followed PBS expectations 80% or more of the time. They should have no major referrals, reoccurring infractions, or persistent lunch detentions in that particular quarter of the school-year. The implementation of this program has contributed to the reduction of ODR's from 130 in 2012-13 school year to 89 in the 2013-14 school-year. The student who meets the specific criteria is awarded a Dog Tag for that particular quarter and they have the option to earn a new Dog Tag every quarter. These tags symbolize and display the student's positive behavior throughout that period of the school year. The referrals or reoccurring infractions only count for the quarter in which they were issued so every student receives a fresh start each quarter.

Our School-wide implementation of PBS is tracked to ensure fidelity. The school wide expectations are reviewed, in September and January, and logged and returned by the teacher. The Toucan Pledge of "Be Safe, Be Respectful, Be Responsible, and Be a Learner", is also cited daily on the morning news. Classroom posters are used frequently to remind and reinforce school-wide expectations and they also provide the student with exemplars of positive conduct. The tracking of the reward-based Toucan Chart ensures that this is being used school-wide on a consistent basis. The Student Pass system is employed for both positive and disciplinary referrals and monitored by the administration. Training and support workshops are held for refresher session and new teacher workshops.

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

We endeavor to support our students in the areas of Academic, Career, and Personal/Social Development so that they may become responsible members of a diverse community. We support and focus on the needs, interests, and issues related to the various stages of student growth. As a school we promote educational success by supporting the development of academic skills, interpersonal skills, and self-understanding. We also educate students in decision making, problem solving, goal setting, self-esteem, and educational opportunities.

GTE counselors provide individual counseling and student interventions. Individual Counseling is personal and private interaction between a counselor and a student in which they work together on problem-solving or topics of interest. School Counselors establish trust and build a helping relationship during one or more sessions. These face-to-face interactions with a counselor provide a student with the privacy in which to freely explore ideas, feelings and behaviors, and a translator is also provided for students who have a limited background in English. Counselors respect the privacy

of information; however counselors are under obligation by law and ethical standards to report when a person's well-being and welfare is in jeopardy. Translation is provided for ELL students by tutors. Group counseling involves a counselor working with two or more students or in the classroom. Group discussion can be based on structured learning activities during which participants can share ideas, give and receive feedback, increase their awareness, gain new knowledge, learn positive behaviors, and practice skills. These groups provide an opportunity for students to learn from each other. The "socio-emotional" needs of GTE students are manifested in a variety of ways. Some examples include extreme stress in adjusting to a different culture, transient population, lack of home support, and social economic. The school addresses these types of issues primarily through the School Counseling Program. Some strategies include:

- 1) Supportive Counseling – usually individual
- 2) Crisis Intervention
- 3) Stress reduction / relaxation techniques
- 4) Academic support strategies(including study skills)
- 5) Development of coping skills
- 6) Development of social skills
- 7) Community Referrals

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

Golden Terrace Elementary School takes a proactive approach, to attaining a high attendance, by applying the following procedures:

- The schools attendance is recorded and monitored on a daily basis through the districts software/ programs. A daily automated phone call goes out to parents of students who are absent for the day.
- The school contacts the parent/guardian regarding any unexcused absence or absence for which the reason is unknown in a timely manor. Parent or guardian must justify the absence.
- Teachers report any student with (5) unexcused absences or reason unknown within a calendar month or (15) absences within (90) calendar days to the principal or designee.
- When a student accumulates (7) days absent regardless of the circumstances the school generates and mails a letter to the parent/guardian informing them of the students' attendance record and (F.S. 1003.26) Compulsory School Attendance Law.
- As a student accumulates (10) days absent regardless of the circumstances the school generates and mails a letter to the parent/guardian informing them of the students' attendance record and (F.S. 1003.26) Compulsory School Attendance Law.
- If the Principal or designee determines a pattern of nonattendance, he/she will refer the case to the Intervention Support Specialist (InSS) who will set up a meeting with the Multi-tier System of Support (MTSS) team for review.
- If the Multi-tier System of Support (MTSS) team determines a pattern of nonattendance, whether the absences are unexcused or validated, a meeting with the parent will be scheduled to determine intervention strategies.
- Truancy cases may be referred to the Student Relations Specialist. A habitual truant is a child (age 6-12) who has (5) unexcused absences or reasons unknown within a calendar month or (15) unexcused absences within (90) calendar days, with or without knowledgeable of justification consent of parent/guardian.
- The Superintendent or Student Relation Specialist may file a Truancy Petition.

Members of the school based Multi-tier System of Support (MTSS) leadership team meet regularly to provide data and support and review Progress Monitoring Plans and school-wide MTSS concerns for students not meeting grade level expectations. The Intervention Support Specialist provides leadership and guidance to ensure the implementation of MTSS with fidelity along with providing

resources and staff development based on the needs of the faculty. In addition, they attend MTSS meetings and communicate support of the MTSS process with various school stakeholders. The Intervention Support Specialist (InSS) facilitates all school procedures, training, and activities, regarding student academic achievement and student intervention. The InSS provides early intervening services for students in targeted area(s) of deficiency. Parental contact and involvement will be coordinated by the Intervention Support Specialist. Translation to students and parents off ELL students will be conducted as needed by school tutors.

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	8	10	4	9	3	6	40
One or more suspensions	0	1	2	1	0	0	4
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	15	47	37	99

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

Indicator	Grade Level					Total
	1	2	3	4	5	
Students exhibiting two or more indicators	1	1	7	21	15	45

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

The Multi-tier System of Support (MTSS) Leadership team reviews, discusses, and monitors student academic growth procedures and data while working in conjunction with faculty to support students' needs. Monthly grade level progress meetings enable the teachers to flag and raise concerns with struggling students who are not meeting grade level academic expectations. MTSS is used to assist in improving academics for students who show early warning signs.

The Literacy Leadership Team this year will be refining the MTSS intervention process. Interventions will be reviewed and evaluated according to their effectiveness. Grade level teams will keep detailed records of intervention progress and other MTSS data. Learners demonstrating below level skills in ELA will be provided with targeted interventions. Small group instruction will be provided in the areas of phonemic awareness, phonics, fluency, vocabulary, comprehension and oral language development. The Literacy Leadership Team will also focus on students with significant cognitive disabilities who are below the proficient level on the FAA. Continuous progress monitoring and targeted instruction will be provided by teachers to increase the level of proficiency among this group.

- Tier 1 - Core Universal Instruction and Supports interventions are in place to help strengthen all classroom instruction. The reading coach, math coach and leadership team assist teachers in strengthening daily instruction and sharing best practices. Grade level teams have been aligned with common planning time to plan collaboratively.
- Tier 2- Daily Targeted Supplemental Interventions transpire across grade level teams during a common 30 minute MTSS block. At this time teachers provide grade level interventions for students identified as needing additional support to meet grade level expectations and increase academic performance. Grade level teams collaborate with the Intervention Support Specialist at monthly grade level progress meeting, and Professional Learning Communities, to review and group Tier 2 students, create Progress Monitoring Plans (PMPs) and collate data. The MTSS resource teacher is available

to help facilitate and support tier 2 interventions with grade level teams.

- Tier 3- Intensive Individualized Interventions take place daily for 30 minutes in a very small group setting. These interventions are focused, targeted instruction/intervention and offer supplemental support in addition to and aligned with the core academic curriculum and 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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/208259>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

We realize that many of our families face issues for which they need support. We at GTE want our families to feel supported. We have a relationship with Naples Alliance for Children which is a local association that has a service directory for local organizations that may assist families with issues like family counseling, court and legal services, divorce, financial concerns, homelessness, housing, employment and many other services that are too many to name.

Also, several times a year we host the Harry Chapin Food Bank at our Primary School Campus. The schedule for their visits are posted in our monthly Parent Calendars and parents are reminded of the visit with an automated phone call.

Our school counselors also facilitate events to assist our families of need for Thanksgiving, Christmas, and during the holidays. The counselors work with community vendors to help with food and gifting. The counselors collect and distribute these items to teacher-identified families. A "Care Closet" was created by one of our school counselors to provide students of need with school supplies, backpacks, clothing, undergarments, hygiene kits, books, shoes and belts. Local vendors and donors were sought out to help fill the "closet". Students are identified by their teachers and they notify the school counselor. The students are then provided items to support their needs. Our vendors include but are not limited to; Angels Undercover, Collier County Sherriff's Department, Laces of Love, Shoes that fit, Catholic Charities, Helping Hands of Naples, Golden Gate Fire Department, and Education Foundation of Naples.

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
Lonneman, Terri	Principal
Casey, Hugh	Assistant Principal
Turnbull, Chris	Assistant Principal
Swosinski, Lynn	Instructional Coach
Honiball, Cathy	Instructional Coach
Marks, Matea	Instructional Coach
Alkhabbaz, Katy	Other
Eliason, Sue	Other
Landis, Shannon	Guidance Counselor
Malless, George	Guidance Counselor

Duties

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

The Principal is the school leader and is responsible for all aspects of the schools success. The Principal creates the vision for the school through collaboration with all stakeholders (School community and Staff). The Leadership team reinforces and supports the goals of the Principal by observing and evaluating instructional practices on a regular basis. A variety of data is analyzed and the Leadership team collaborates on the areas for professional growth to enhance instructional practices to maximize student achievement.

The school culture is founded on the following beliefs:

- All staff members set and maintain high expectations for our students and are ambitious for the success of our pupils.
- Understand and believe that disadvantage need not be a barrier to achievement.
- Instructional staff participates in team planning, Professional Learning Communities (PLC) collaborate on best practices, engage in professional development.
- All instructional staff is proficient with assessment and tracking of student progress with appropriate support and intervention based upon a detailed knowledge of individual students.

The Leadership team shares the responsibility of school operations which include the facilities at two campuses, instructional materials and equipment, Positive Behavior Support System (PBS) school wide and a multitude of endeavors to promote a positive school climate and a culture of character within the school through an open door policy, family values, humor, and collaboration. There is a shared responsibility to ensure that all constituents perceive the school as positive and well functioning.

Reading, Math and Science: Coaches are responsible for working with classroom teachers and assisting them with the implementation and monitoring of the district’s adopted programs. This includes modeling lessons, coassisting with lesson planning, interpretation of assessment data and providing professional development. The coaches also serve as mentors to new teachers, providing them with effective instructional practices through coaching sessions and conferencing.

English Language Learners (ELL) Contact/Immersion Teacher: Provides support and training to teachers in effective implementation of ELL strategies in the classroom and supports small group instruction for students needing extra support and/or intensive intervention in reading and content areas. The ELL Contact ensures GTE is in compliance with the State and District mandates as regards ELL students and assesses students to determine ELL eligibility and conducts LEP Committee meetings with staff and parents to monitor ELL student progress.

Intervention Support Specialist (InSS): Supports school-wide implementation of academic and behavior data-based planning and problem-solving system (MTSS) using a variety of assessment

tools to monitor student progress. Provides guidance to teachers in the development of the Progress Monitoring Plans (PMP) and Individual Education Plans (IEP), according to individual student needs. Assists grade level teams in the selection and implementation of research and/or evidenced based academic and behavioral interventions to promote student progress. Assists grade level teams in analyzing student data and identifying formative and custom assessments to use as the basis for data-driven instructional decisions.

School Counselors: The role of the school counselor at GTE is to provide support to students, staff, and administration by implementing interventions and initiatives that cultivate student success and progress. Student and counselor work together to set goals and celebrate achievements. GTE counselors also provide support through student social and behavioral interventions by means of small groups, large groups, or individual student sessions. The school counselors at GTE also recognize some of the financial trouble our families face therefore they work to maintain a student resource center called the Care Closet. This center provides students with a range of resources to support academic learning and their home environment.

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 once a month with grade level teachers and, in addition, the Administrative Team will meet weekly to review universal screening data and link to instructional decisions; The team also reviews progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding grade-level benchmarks or at risk of not meeting the benchmarks. Based on the above information, the team will identify professional development and resources needed to support teachers in this endeavor. The Leadership Team will also oversee and encourage grade level collaboration, problem solving, and sharing effective practices at grade level meetings. These problem-solving teams will evaluate implementation, make decisions, and practice new processes and skills. Problem-solving grade level teams will report back to the Leadership Team twice a month.

The Collier County School district provides a systematic and strategic approach to providing services through the District Strategic Plan, 3 Year Academic Plan, and the K-12 Comprehensive Reading Plan. Goals and objectives of each program and department are aligned with these overarching district plans.

Title I Parts A, C, D, and School Improvements (1003a and 1003g) and Title II, Part A are managed out of the same Federal and State Grants Office in Collier County. They share administrative staff so that oversight, coordination, budgeting, staffing, and monitoring are efficiently and effectively coordinated. In addition to informal communications, monthly formal administrative meetings are held to discuss program needs, issues and coordinate efforts.

Support staff of the Title I Part A, Title I Part C, Title I Part D, and Title X programs meet regularly to coordinate efforts and receive joint staff development for improving their services.

Regularly scheduled Curriculum and Instruction department meetings are scheduled that include district level program coordinators, including IDEA, Perkins, Head Start, Supplemental Academic Instruction, Advanced Placement Initiative, Career and Technical education.

Supplemental Staffing and Services:

Title X, LEA, Title I Basic, Title I Migrant coordinate services to assist homeless children, to resolve problems concerning registration and provide support services at all schools. Title I and District jointly fund the Homeless Liaison staff position to support homeless students in all public schools. The LEA provides services in coordination with the McKinney-Vento Homeless Assistance Act.

Title I Migrant, Title I Basic, Title III funds are coordinated to provide at risk students with supplemental instructional support and resources, such as, Tutors and Resource Teachers.

Title I Migrant and school collaboration occurs with local dentists to provide dental cleanings and

services at no cost to migrant students in need.

Coordination occurs with Homeless Liaison staff and Title I staff in identifying eligible students and families that can be served as homeless. Title I Basic and Curriculum and Instruction coordinators collaborate in providing workshops and trainings to build the capacity of parents and foster strong connection and engagement between home and school.

Supplemental Staff Development:

Title I Basic, Title I SIG 1003a and 1003g, and Title II Part A funds are coordinated to provide customized staff development that ensures students receive high quality, differentiated instruction.

Title I Part A funds are used in collaboration with Title I SIG 1003g and 1003a, Title II Part A and Reading Categorical to fund Reading Coaches at all schools. Title I Part A and Title I SIG 1003g/1003a funds are used to provide additional Academic Coaches at Title I Elementary, Middle and High Schools. Supplemental coaches are provided to support lowest performing schools and those in differentiated Accountability Priority and Focus status.

Title I Part A, Title II Part A and IDEA fund exam reimbursements to ensure staff meet HQT Requirements.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Terri Lonneman	Principal
Graciela Gomez	Parent
Maria Jimenez	Parent
Mary Hernandez	Parent
Melissa Winner	Teacher
Jeanette Rodriguez	Teacher
Gricel Ramos	Parent
Adam Marks	Parent
Sagine Dollin	Parent
Juan Hernandez	Parent
Tiara Branco	Education Support Employee
Romona Roque	Parent
Deidra De La Cruz	Education Support Employee
Bejal Mistry	Teacher
John Sanchez	Teacher
Jennifer Davila	Teacher
Josefina Santiago	Parent

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

GTE's 2013-14 strategic goals in Reading and Differentiating instruction were aligned with increasing student achievement. Information regarding the school grade was dis-aggregated, and reviewed, in

the opening SAC meeting of the year. Data was a key component of last year's school improvement plan, and this was systematically shared throughout our monthly SAC meetings. Data from the District Quarter Benchmarks was disclosed during our monthly SIP meetings and reviewed at SAC meetings. Members were actively informed of the school's progress and the application of new initiatives, and resources. To support these initiatives a number of academic resources were funded through SAC, such as Picture Perfect which was a focal point of our Science staff development and monitored through implementation and lesson plans.

Development of this school improvement plan

Prior to the students arriving for the 2014-2015 school year, teachers and school leaders gathered to analyze the school assessment data and identify priorities (goals) for the current school year. Teachers then formed subject area groups (English Language Arts, Math and Science) to further analyze the data and discuss barriers and strategies for each of the subject areas. The information from these meetings were compiled to form a draft of the School Improvement Plan. This draft plan was presented to parents and School Advisory Council (SAC) members for input. Input given by members of the SAC and parents was incorporated into the draft of the School Improvement Plan to be presented to the school district Peer Review Committee. Feedback from the Review Committee and again from teachers created the final version for submission. However, the SIP will be reviewed monthly by teachers during the School Improvement Committee meetings and by SAC members at monthly SAC meetings for ongoing input and revisions of the School Improvement Plan.

Preparation of the school's annual budget and plan

Grade level team leaders and members of the SAC give input into the creation of the budget and plan. The schools priorities and goals are used to drive the focus on materials and resources to include in the plan. Input from teachers and SAC members is used to create the final plan. Allocations are secured or transferred as needs arise throughout the year.

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

School Improvement funds that were allocated at the end of the school year in 2014 will be spent on resources to support the goals and activities in the 2014-2015 School Improvement Plan after discussion and input from the SAC members.

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
Lonneman, Terri	Principal
Turnbull, Chris	Assistant Principal
Casey, Hugh	Assistant Principal
Swosinski, Lynn	Instructional Coach
Alkhabbaz, Katy	Other
Weeks, Tiffany	Instructional Media
Cordell, Joyce	Instructional Media
Honiball, Cathy	Instructional Coach
Marks, Matea	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The primary responsibility of the Literacy Leadership Team (LLT) is to support the implementation of the District's K -12 Reading Plan by promoting, monitoring and assessing the effectiveness of instructional practice in English Language Arts. Effective instructional practices include daily guided reading, rigorous and relevant differentiated center activities, systematic phonics instruction, direct instruction of academic vocabulary, and numerous opportunities to engage in a variety of speaking and listening activities. Further emphasis will be directed toward improving our performance in writing. Teachers will be expected to develop focused mini lessons in writing. Mini lessons will target areas of need including elaboration and detail, organization, focus, conventions and voice. Another expectation for ELA instruction is to provide direct writing instruction in the writing process including engaging in Writer's Workshop. Teachers will be expected to engage in conferences with individual or small groups of students to target specific areas of need in reading and writing.

A major initiative of the Literacy Leadership Team this year is to refine the MTSS intervention process. Interventions will be reviewed and evaluated according to their effectiveness. Grade level teams will be encouraged to keep detailed records of intervention progress and other MTSS data. Tiered interventions will be applied to meet the needs of all students. Students demonstrating grade level proficiency in ELA will be provided with activities to extend and refine their performance. Learners demonstrating below level skills in ELA will be provided with targeted interventions. Small group instruction will be provided in the areas of phonemic awareness, phonics, fluency, vocabulary, comprehension and oral language development. In addition, students exhibiting above grade level performance in ELA will be provided with enrichment activities including literature circles, reciprocal reading, science and social studies projects, etc. The Literacy Leadership Team will also focus on students with significant cognitive disabilities who are below the proficient level on the FAA. Continuous progress monitoring and targeted instruction will be provided by teachers to increase the level of proficiency among this group.

In addition to providing effective ELA instruction on a daily basis and refining our tiered intervention processes, GTE teachers will focus on increasing the level of differentiation in reading, writing, speaking and listening. Instruction will be differentiated through process, product and learning environment. Teachers will be encouraged to meet the learning needs of all students by providing activities and instruction that recognizes varied learning styles and abilities. Teachers will also be asked to engage students in cognitively complex tasks that encourage generating hypothesis and greater depth of understanding. We intend to set high expectations for all students.

The Literacy Leadership Team will monitor the progress in reaching our ELA goals by assisting grade levels teams as they plan for ELA instruction. Structured collaborative planning will include data analysis and sharing of best practices with an emphasis on examining the Florida Standards in ELA. Classroom observations and walkthroughs will be implemented to monitor teacher and student

performance. Monthly progress meetings will be held for each grade level and team members will discuss at risk students and effectiveness of interventions. The Literacy Leadership team will provide suggestions for increasing student performance in ELA.

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

Every grade level team is provided with common planning time daily so that teachers on a team can collaborate and share best practices. The ELL contact and Special Education Inclusion Teachers join the grade level teams, in a supporting capacity, in their common planning time. Teachers are nominated monthly by peers at faculty meetings for their positive contributions to the school. Teams are also recognized by the leadership team for their positive collaborative contributions. Weekly recognition of individuals demonstrating highly effective teaching practice is included in a weekly staff newsletter. Collaborative planning and instructions on every grade level is required weekly. Support from Reading, Math and Science coaches is provided several times a month to encourage adherence to Florida Standards and build capacity for increased student achievement.

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

Leadership team provides a working environment with a collaborative culture of Professional Learning Communities where teachers are supported throughout the year. New teachers are mentored by an experienced teacher on their grade level. New teachers participate in a monthly meeting that helps acclimate them to the school and provides targeted support. Struggling teachers meet with the leadership team on a regular basis and are partnered with a highly effective staff member and/or coach for support. When new openings occur, current teachers are included in the interviewing process.

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

New teachers are paired with a teacher on their grade level for mentoring. These teachers have their clinical education certification and have all received effective evaluations. Monthly meetings with new teachers and the mentor teachers are planned based upon relevant topics and needs of the group. These topics include grading procedures, working with ELL and ESE students, counseling services, and testing protocols. Administrators attend these meetings and monitor for additional topics or determine if further training is necessary.

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

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 helps to define clear expectations for instruction; facilitates the development of strategies to meet those goals; and aligns 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 is 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. CCPS addresses this alignment in multiple ways. 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

All members of the Leadership Team meets weekly to discuss current academic progress and student needs. This team reviews the School Improvement Plan goals and progress and implementation of effective strategies. This team also analyzes current formal and informal assessment data to continuously review intervention strategies and student progress through the MTSS process.

Monthly progress meetings with grade level teams and the leadership team are conducted to monitor the team's MTSS process. The SIP goals and strategies are reviewed monthly at SIP PLC meetings. Differentiated activities are shared during SIP committee meetings in the areas of ELA, Math and Science.

School teams meet in grade level teams as professional learning communities. During these meetings

teams discuss differentiated instruction and share strategies for supporting students who are not meeting proficiency levels; this includes all students ESE and ELL. Teams examine the standards to be taught, share bestpractices, engage in building common formative assessments and review data. As a team, they have strengthened their core teaching and have established that 80% of their students will meet the requirements. Re-teaching will occur as needed for the Tier 1 students. Data Warehouse has been designed to record the minutes from these meetings as well as to follow the progress of groups and individual students. This Tier 1 data will be used during PLCs to follow the rate of student progress over time. As students fail to meet with success in Tier 1 students are

referred to the school's MTSS team and Tier 2 strategies. The Data Warehouse data management system continues to follow the student's progress as monitored by the PMP. Online assessments and other data points are tracked on the charts and graphs in the Data Warehouse. Tier 3 intervention will be pursued after sufficient amount of time and lack of progress is occurring in Tier 2.

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: Before School Program

Minutes added to school year: 3,000

Students in grades 3-5 will be invited to participate in homework support, tutoring and/or enrichment activities for 30 minutes prior to the beginning of the student day.

Strategy Rationale

Students that have a lack of parental support at home with language, concept attainment and refinement of skills need additional time and practice with the curriculum.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Lonneman, Terri, lonnemte@collierschools.com

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

Teachers will report monthly on the progress of students participating in the morning program. This data will include homework completion, benchmark assessments, and weekly classroom performance.

Strategy: After School Program

Minutes added to school year: 3,960

Students in grade 3-5 will be invited to participate in a twice weekly Toucan Camp which will engage students in close reading activities using a variety of texts including fiction, nonfiction and poetry, math investigation and inquiry activities. Enrichment activities will be provided to select students and will include opportunities to participate in literature circles, reciprocal reading groups and/or STEM activities..

Strategy Rationale

Students that have a lack of parental support at home with language, concept attainment and refinement of skills need additional time and practice with the curriculum. Targeted 3rd, 4th and 5th grade students which include lowest 25%, bubble students, and students with two or more Early Warning Indicators will be given priority for inclusion in the program.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Lonneman, Terri, lonnemte@collierschools.com

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

Teachers will report monthly on the progress of students participating in the morning program. This data will include homework completion, benchmark assessments, and weekly classroom performance.

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

All schools implement a minimum of 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, the schools 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

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. Preschool students with disabilities: An Individual Educational Plan (IEP) meeting will be held for each student in the Preschool Disability Program in order to develop specific goals and objectives which focus on the academic, social/emotional and independent functioning skills necessary for successful transition to Kindergarten. Screening data will be collected, aggregated, and used to plan daily academic and social/emotional instruction for all students who may need intervention beyond core instruction. Core academic and behavioral instruction will include daily explicit instruction, modeling, and guided and independent practice of all academic and/or social emotional skills. Daily social skills lessons will be reinforced throughout the school day by utilizing common language, re-teaching, and positive reinforcement of pro-social behavior.

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

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

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

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.** If teachers are able to recognize and implement differentiated instruction in multiple subject areas, then student achievement will increase.

- G2.** If students engage in cognitively complex activities that require active processing of information, (e.g., designing, creating, synthesizing, analyzing, proving, finding connections, critiquing, debating, arguing, etc.), then increased student achievement will occur.

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 are able to recognize and implement differentiated instruction in multiple subject areas, then student achievement will increase. 1a

G037437

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	60.0
AMO Math - All Students	57.0
FCAT 2.0 Science Proficiency	54.0

Resources Available to Support the Goal 2

- Instructional Coaches will provide on-going training and modelling differentiated instructional strategies through content, planning, process, and product.
- District Curriculum and School Based Instructional Resources.
- During the monthly SIP based vertical articulation workshops grade level teams and resource teachers will have the opportunity to, present, share resources, and model how they differentiate instruction within their grade level.
- Teachers will have the opportunity to Observe highly effective teachers who are frequently implementing differentiated instructional strategies in content, process, and product.

Targeted Barriers to Achieving the Goal 3

- Teachers are unable to plan for differentiated instruction due to limited exposure or training on how to recognize and design lessons using differentiation.

Plan to Monitor Progress Toward G1. 8

The School Improvement Teams will meet monthly in a continuous improvement cycle to review progress on providing instruction which differentiates through content, process, product and learning environment. Teachers will share best practices and barriers and work collaboratively to move forward in meeting the differentiation goal. Data from CTEM will be disclosed in weekly leadership meetings to spotlight teachers applying differentiation within the classroom. Student data from District Benchmarks Assessment, FCRR, and Unit Test will be analyzed during grade level progress monitoring meetings and weekly grade level PLC's.

Person Responsible

Terri Lonneman

Schedule

Weekly, from 9/4/2014 to 5/29/2015

Evidence of Completion

Monthly minutes of School Improvement Committee meetings recorded in Data Warehouse. Administration/Coaches will share observations based on best practices in classroom differentiation and post exemplars on the Friday Spotlight. Grade levels pooling differentiated activities into Angel in the K-6 resource folder.

G2. If students engage in cognitively complex activities that require active processing of information, (e.g., designing, creating, synthesizing, analyzing, proving, finding connections, critiquing, debating, arguing, etc.), then increased student achievement will occur. 1a

G037438

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	60.0
AMO Math - All Students	57.0
FCAT 2.0 Science Proficiency	54.0

Resources Available to Support the Goal 2

- Variety of leveled texts in our resource library
- Kagan strategies and resources for cooperative learning.
- Reading, Math and, Science coaches to provide instructional support
- ELL, ESE, and content area resource teachers to provide interventions
- Vernier Probeware

Targeted Barriers to Achieving the Goal 3

- Not enough focus is being placed on engaging students in cognitive complex activities or developing and asking cognitively complex questions of the students.

Plan to Monitor Progress Toward G2. 8

Teachers will share best practices and barriers for increased engagement in cognitively complex activities during grade level progress meetings, PLCs, and monthly SIP meetings.

Person Responsible

Terri Lonneman

Schedule

Weekly, from 9/4/2014 to 5/29/2015

Evidence of Completion

Monthly Grade Level Progress meeting minutes will be recorded in data warehouse and best practices will be spotlighted and celebrated in the Weekly Teacher newsletter.

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 are able to recognize and implement differentiated instruction in multiple subject areas, then student achievement will increase. **1**

 G037437

G1.B1 Teachers are unable to plan for differentiated instruction due to limited exposure or training on how to recognize and design lessons using differentiation. **2**

 B089954

G1.B1.S1 To support the misconception and lack of training for recognizing, planning, and implementation of differentiated instruction, teachers will attend active workshops, in Reading, Math, and Science that provides embedded participation, and collective resources, based on differentiating instruction through content, process, and learning environment. **4**

 S126947

Strategy Rationale

If teachers participate in hands on training to support differentiation in the classroom, then student achievement will increase.

Action Step 1 **5**

Teachers will attend and actively participate in monthly SIP workshops to embrace differentiated instruction.

Person Responsible

Chris Turnbull

Schedule

Monthly, from 9/4/2014 to 5/28/2015

Evidence of Completion

Sign in sheets, exit slip reflections, differentiated resources, observations

Action Step 2 5

Instructional Coaches will meet with grade level teams, through PLC's and progress meetings, to support differentiated planning, rigor, data analysis, and sharing best practices in content, process, and product.

Person Responsible

Chris Turnbull

Schedule

Biweekly, from 9/4/2014 to 5/28/2015

Evidence of Completion

Minutes and attendance recorded in data warehouse. Collaborative grade level lesson plans.

Action Step 3 5

Teachers will implement differentiated instruction in the classroom in multiple subject areas.

Person Responsible

Terri Lonneman

Schedule

On 6/3/2015

Evidence of Completion

Observations from Instructional coaches and administrators.

Action Step 4 5

Teachers will reflect and share progress of differentiated instruction in process, product and leaning environment. This will include successes and additional barriers in implementation.

Person Responsible

Terri Lonneman

Schedule

On 5/28/2015

Evidence of Completion

Minutes and attendance recorded in data warehouse and reviewed by administration. Teacher shared exemplars.

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

Fidelity will be monitored through participation, attendance and leadership observations of PD and instruction through CTEM.

Person Responsible

Chris Turnbull

Schedule

Monthly, from 9/4/2014 to 5/29/2015

Evidence of Completion

Set schedule of SIP workshops in the school calendar, observations of participants, collaborative discussions, examples of differentiated activities and resources.

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

Administration will monitor for differentiation in the classroom, through CTEM and Instructional coach observations.

Person Responsible

Terri Lonneman

Schedule

Daily, from 9/4/2014 to 5/28/2015

Evidence of Completion

Observing differentiation in content, process, and learning environment in CTEM and student work. DQ2 - 7 Organizing Students to Interact with New Knowledge DQ2 - 12 Recording and Representing Knowledge DQ3 - 15 Organizing Students to Practice and Deepen Knowledge DQ3 - 19 Practicing Skills, Strategies, and Processes, DQ4 - 21 Organizing Students for Cognitively Complex Task DQ4 - 22 Engaging Students in Cognitively Complex Task Involving Hypothesis Generation and Testing.

G2. If students engage in cognitively complex activities that require active processing of information, (e.g., designing, creating, synthesizing, analyzing, proving, finding connections, critiquing, debating, arguing, etc.), then increased student achievement will occur. **1**

 G037438

G2.B2 Not enough focus is being placed on engaging students in cognitive complex activities or developing and asking cognitively complex questions of the students. **2**

 B089958

G2.B2.S1 Teachers will utilize appropriate cooperative structures/strategies and engage students in activities that provide opportunities for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will probe and monitor for student understanding to determine high level of thinking.

4

 S100691

Strategy Rationale

If teachers plan for and require students to participate in cognitively complex activities, then student achievement will increase.

Action Step 1 **5**

Teachers will collaboratively plan for cognitively complex activities in multiple subject area with instructional coaches during weekly Collaborative Planning time.

Person Responsible

Terri Lonneman

Schedule

Weekly, from 9/4/2014 to 5/29/2015

Evidence of Completion

Collaborative lesson plans which include cognitively complex activities differentiated for all students.

Action Step 2 5

Implement lessons which require cognitive complex tasks for students in multiple subject areas. Students will have opportunities to work in collaborative groups to process information.

Person Responsible

Schedule

On 6/3/2015

Evidence of Completion

Observations and coaching cycle from instructional coaches and CTEM observations by administration.

Action Step 3 5

Teachers will reflect and share progress of creating cognitively complex activities and student progress/participation in these tasks.

Person Responsible

Hugh Casey

Schedule

On 5/28/2015

Evidence of Completion

SIP PLC meetings and teacher shared exemplars. CTEM reports and observations will provide evidence that collaborative grouping and higher order discussion is occurring in classrooms.

Action Step 4 5

In all content areas, teachers will use informal assessment opportunities to probe for student understanding to determine that high level of thinking is occurring. Assessments will be analyzed for an increase of student achievement.

Person Responsible

Chris Turnbull

Schedule

On 5/28/2015

Evidence of Completion

Data from Informal and formal assessments occurring throughout the year will be analyzed and discussed at monthly grade level progress meetings. .

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

Using CTEM reports, the leadership team will analyze whether cooperative grouping is being used and whether teachers are engaging students in higher cognitive activities and monitoring for understanding.

Person Responsible

Terri Lonneman

Schedule

Weekly, from 9/4/2014 to 5/29/2015

Evidence of Completion

CTEM reports - Domain 1 DQ 2-4: Elements 7 - 23

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

Student work and assessments will be analyzed at monthly school improvement meetings to determine if students have been engaged in cognitively complex activities. Teachers will discuss what has been effective and what additional steps may need to be taken.

Person Responsible

Hugh Casey

Schedule

Monthly, from 9/4/2014 to 5/29/2015

Evidence of Completion

SIP- PLC minutes recorded in data warehouse and student work exemplars exhibiting cognitively complex activities. CTEM observations in DQ4 DQ4 –21 Organizing Students for Cognitively Complex Task DQ4- 22 Engaging Students in Cognitively Complex Task Involving Hypothesis Generation and Testing.

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
G2.B2.S1.A1	Teachers will collaboratively plan for cognitively complex activities in multiple subject area with instructional coaches during weekly Collaborative Planning time.	Lonneman, Terri	9/4/2014	Collaborative lesson plans which include cognitively complex activities differentiated for all students.	5/29/2015 weekly
G1.B1.S1.A1	Teachers will attend and actively participate in monthly SIP workshops to embrace differentiated instruction.	Turnbull, Chris	9/4/2014	Sign in sheets, exit slip reflections, differentiated resources, observations	5/28/2015 monthly

Collier - 0351 - Golden Terrace Elementary Schl - 2014-15 SIP
Golden Terrace Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A2	Instructional Coaches will meet with grade level teams, through PLC's and progress meetings, to support differentiated planning, rigor, data analysis, and sharing best practices in content, process, and product.	Turnbull, Chris	9/4/2014	Minutes and attendance recorded in data warehouse. Collaborative grade level lesson plans.	5/28/2015 biweekly
G2.B2.S1.A2	Implement lessons which require cognitive complex tasks for students in multiple subject areas. Students will have opportunities to work in collaborative groups to process information.		10/6/2014	Observations and coaching cycle from instructional coaches and CTEM observations by administration.	6/3/2015 one-time
G1.B1.S1.A3	Teachers will implement differentiated instruction in the classroom in multiple subject areas.	Lonneman, Terri	10/6/2014	Observations from Instructional coaches and administrators.	6/3/2015 one-time
G2.B2.S1.A3	Teachers will reflect and share progress of creating cognitively complex activities and student progress/participation in these tasks.	Casey, Hugh	1/8/2015	SIP PLC meetings and teacher shared exemplars. CTEM reports and observations will provide evidence that collaborative grouping and higher order discussion is occurring in classrooms.	5/28/2015 one-time
G1.B1.S1.A4	Teachers will reflect and share progress of differentiated instruction in process, product and learning environment. This will include successes and additional barriers in implementation.	Lonneman, Terri	1/8/2015	Minutes and attendance recorded in data warehouse and reviewed by administration. Teacher shared exemplars.	5/28/2015 one-time
G2.B2.S1.A4	In all content areas, teachers will use informal assessment opportunities to probe for student understanding to determine that high level of thinking is occurring. Assessments will be analyzed for an increase of student achievement.	Turnbull, Chris	12/8/2014	Data from Informal and formal assessments occurring throughout the year will be analyzed and discussed at monthly grade level progress meetings.	5/28/2015 one-time
G1.MA1	The School Improvement Teams will meet monthly in a continuous improvement cycle to review progress on providing instruction which differentiates through content, process, product and learning environment. Teachers will share best practices and barriers and work collaboratively to move forward in meeting the differentiation goal. Data from CTEM will be disclosed in weekly leadership meetings to spotlight teachers applying differentiation within the classroom. Student data from District Benchmarks Assessment, FCRR, and Unit Test will be analyzed during grade level progress monitoring meetings and weekly grade level PLC's.	Lonneman, Terri	9/4/2014	Monthly minutes of School Improvement Committee meetings recorded in Data Warehouse. Administration/Coaches will share observations based on best practices in classroom differentiation and post exemplars on the Friday Spotlight. Grade levels pooling differentiated activities into Angel in the K-6 resource folder.	5/29/2015 weekly
G1.B1.S1.MA1	Administration will monitor for differentiation in the classroom, through CTEM and Instructional coach observations.	Lonneman, Terri	9/4/2014	Observing differentiation in content, process, and learning environment in CTEM and student work. DQ2 - 7 Organizing Students to Interact with New Knowledge DQ2 - 12 Recording and Representing Knowledge DQ3 - 15 Organizing Students to Practice and Deepen Knowledge DQ3 - 19 Practicing Skills, Strategies, and Processes, DQ4 - 21 Organizing Students for Cognitively Complex Task DQ4 - 22 Engaging Students in Cognitively Complex Task Involving Hypothesis Generation and Testing.	5/28/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Fidelity will be monitored through participation, attendance and leadership observations of PD and instruction through CTEM.	Turnbull, Chris	9/4/2014	Set schedule of SIP workshops in the school calendar, observations of participants, collaborative discussions, examples of differentiated activities and resources.	5/29/2015 monthly
G2.MA1	Teachers will share best practices and barriers for increased engagement in cognitively complex activities during grade level progress meetings, PLCs, and monthly SIP meetings.	Lonneman, Terri	9/4/2014	Monthly Grade Level Progress meeting minutes will be recorded in data warehouse and best practices will be spotlighted and celebrated in the Weekly Teacher newsletter.	5/29/2015 weekly
G2.B2.S1.MA1	Student work and assessments will be analyzed at monthly school improvement meetings to determine if students have been engaged in cognitively complex activities. Teachers will discuss what has been effective and what additional steps may need to be taken.	Casey, Hugh	9/4/2014	SIP- PLC minutes recorded in data warehouse and student work exemplars exhibiting cognitively complex activities. CTEM observations in DQ4 DQ4 –21 Organizing Students for Cognitively Complex Task DQ4- 22 Engaging Students in Cognitively Complex Task Involving Hypothesis Generation and Testing.	5/29/2015 monthly
G2.B2.S1.MA1	Using CTEM reports, the leadership team will analyze whether cooperative grouping is being used and whether teachers are engaging students in higher cognitive activities and monitoring for understanding.	Lonneman, Terri	9/4/2014	CTEM reports - Domain 1 DQ 2-4: Elements 7 - 23	5/29/2015 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 are able to recognize and implement differentiated instruction in multiple subject areas, then student achievement will increase.

G1.B1 Teachers are unable to plan for differentiated instruction due to limited exposure or training on how to recognize and design lessons using differentiation.

G1.B1.S1 To support the misconception and lack of training for recognizing, planning, and implementation of differentiated instruction, teachers will attend active workshops, in Reading, Math, and Science that provides embedded participation, and collective resources, based on differentiating instruction through content, process, and learning environment.

PD Opportunity 1

Teachers will attend and actively participate in monthly SIP workshops to embrace differentiated instruction.

Facilitator

Instructional Coaches

Participants

Teachers

Schedule

Monthly, from 9/4/2014 to 5/28/2015

PD Opportunity 2

Instructional Coaches will meet with grade level teams, through PLC's and progress meetings, to support differentiated planning, rigor, data analysis, and sharing best practices in content, process, and product.

Facilitator

Instructional Coaches

Participants

Teachers

Schedule

Biweekly, from 9/4/2014 to 5/28/2015

Technical Assistance Items

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

G1. If teachers are able to recognize and implement differentiated instruction in multiple subject areas, then student achievement will increase.

G1.B1 Teachers are unable to plan for differentiated instruction due to limited exposure or training on how to recognize and design lessons using differentiation.

G1.B1.S1 To support the misconception and lack of training for recognizing, planning, and implementation of differentiated instruction, teachers will attend active workshops, in Reading, Math, and Science that provides embedded participation, and collective resources, based on differentiating instruction through content, process, and learning environment.

PD Opportunity 1

Teachers will implement differentiated instruction in the classroom in multiple subject areas.

Facilitator

Instructional Coaches

Participants

Teachers

Schedule

On 6/3/2015

PD Opportunity 2

Teachers will reflect and share progress of differentiated instruction in process, product and leaning environment. This will include successes and additional barriers in implementation.

Facilitator

Leadership Team

Participants

Teachers

Schedule

On 5/28/2015

G2. If students engage in cognitively complex activities that require active processing of information, (e.g., designing, creating, synthesizing, analyzing, proving, finding connections, critiquing, debating, arguing, etc.), then increased student achievement will occur.

G2.B2 Not enough focus is being placed on engaging students in cognitive complex activities or developing and asking cognitively complex questions of the students.

G2.B2.S1 Teachers will utilize appropriate cooperative structures/strategies and engage students in activities that provide opportunities for student accountable talk during both whole and small group instruction, requiring students to show, tell, explain and prove reasoning aligned to the standards. Teachers will probe and monitor for student understanding to determine high level of thinking.

PD Opportunity 1

Teachers will collaboratively plan for cognitively complex activities in multiple subject area with instructional coaches during weekly Collaborative Planning time.

Facilitator

Instructional Coaches

Participants

Teachers

Schedule

Weekly, from 9/4/2014 to 5/29/2015

PD Opportunity 2

Implement lessons which require cognitive complex tasks for students in multiple subject areas. Students will have opportunities to work in collaborative groups to process information.

Facilitator

Instructional Coaches

Participants

Teachers

Schedule

On 6/3/2015

PD Opportunity 3

Teachers will reflect and share progress of creating cognitively complex activities and student progress/participation in these tasks.

Facilitator

Instructional Coaches and Teachers

Participants

Teachers

Schedule

On 5/28/2015

PD Opportunity 4

In all content areas, teachers will use informal assessment opportunities to probe for student understanding to determine that high level of thinking is occurring. Assessments will be analyzed for an increase of student achievement.

Facilitator

Leadership Team

Participants

Teachers

Schedule

On 5/28/2015

Budget Rollup

Summary

Description	Total
Goal 1: If teachers are able to recognize and implement differentiated instruction in multiple subject areas, then student achievement will increase.	224,888
Goal 2: If students engage in cognitively complex activities that require active processing of information, (e.g., designing, creating, synthesizing, analyzing, proving, finding connections, critiquing, debating, arguing, etc.), then increased student achievement will occur.	242,876
Grand Total	467,764

Goal 1: If teachers are able to recognize and implement differentiated instruction in multiple subject areas, then student achievement will increase.

Description	Source	Total
B1.S1.A1 - Instructional Coaches	Title I Part A	67,240
B1.S1.A1 - Books and Resources to support differentiated instruction	School Improvement Funds	15,000
B1.S1.A3 - Classroom supplies and equipment to support differentiated instruction.	Title I Part A	4,500
B1.S1.A3 - .5 Academic Tutor	Title I Part A	20,725
B1.S1.A3 - .5 Parent Involvement Assistant	Title I Part A	20,725
B1.S1.A4 - Guidance Counselor	Title I Part A	96,698
Total Goal 1		224,888

Goal 2: If students engage in cognitively complex activities that require active processing of information, (e.g., designing, creating, synthesizing, analyzing, proving, finding connections, critiquing, debating, arguing, etc.), then increased student achievement will occur.

Description	Source	Total
B2.S1.A2 - Before and After School Tutoring	Title I Part A	22,000
B2.S1.A2 - .5 ESE Teacher	Title I Part A	32,620
B2.S1.A4 - Resource Teachers	Title I Part A	188,256
Total Goal 2		242,876