

J. Colin English Elementary School



2014-15 School Improvement Plan

J. Colin English Elementary School

120 PINE ISLAND RD, North Fort Myers, FL 33903

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

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

94%

Alternative/ESE Center

No

Charter School

No

Minority

53%

School Grades History

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

At J. Colin English Elementary, our mission is to inspire young people to become Internationally-minded "World Changers" by providing them with an inquiry-based learning environment that promotes global understanding and respect.

Provide the school's vision statement

To be a world class school.

School Environment

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

J. Colin English Elementary School (JCE) has school alignment teams to ensure a successful culture between students and teachers. These alignment teams consist of Reading, Math, Positive Behavior Support (PBS), science, IB/ Social Studies. In these alignment teams, teachers will analyse data and evaluate school environment to increase student achievement and increase support.

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

J. Colin English has a safety team which has created a plan to ensure a our school is safe and orderly. The safety needs are met through planning for appropriate evacuation routes, creating a safety team, and preparing an environment where our students and staff feel safe and secure.

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

J. Colin English is in its fifth year of being a Positive Behavior School (PBS). That means that our students, staff and parents know we focus on the positives and celebrate successes. We have five school-wide expectations that empower all our students to do their best. These expectations are to be Safe, Orderly, Attentive, Respectful Self-Managers. These expectations make up our classroom's Essential Agreements.

Our partnership together is one of the most important variables in our students' success.

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

Our school personnel implements a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. The measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of the students. We have lessons formally and impromptu surrounding our IB Learner Profile and IB attitudes that promote the physical, social and emotional development.

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/183255>.

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

J. Colin English Elementary will ensure that parents are included in the development, implementation and evaluation of J. Colin English's Parent Involvement Plan, as well as all school-related plans, including, but not limited to, Schools' Parent Involvement Plans and School Improvement Plans, through their participation in the School Advisory Council (SAC) and by providing input through their school's annual Parent Survey and the District Parent Satisfaction Survey. All Title I SACs, of which parents comprise 51%, review, evaluate, and provide feedback on JCEs PIP at our SAC meeting throughout the school year.

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
Martin, Ronda	Assistant Principal
Williams III, Joe	Principal
Macchia, Mark	Teacher, K-12
Guerin, Elaine	Other
Duron, Stephanie	Instructional Coach
Gonzalez, Sarah	Teacher, K-12
Hale, Ann	Teacher, K-12
Puzder, Kristen	Teacher, K-12

Duties

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

The roles of each member are as follows:

Classroom Teacher

- Keep ongoing progress monitoring notes in a MTSS folder (FAIR, curriculum assessments, STAR or FSA scores, work samples, anecdotes) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
- Attend MTSS Team meetings to collaborate on & monitor students who are struggling
- Implement interventions designed by MTSS Team for students receiving supplemental and intensive supports.
- Deliver instructional interventions with fidelity

Reading or Math Coach/TIF Teacher

- Attend MTSS Team meetings
- Train teachers in interventions, progress monitoring, differentiated instruction
- Implement supplemental and intensive interventions
- Keep progress monitoring notes & anecdotes of interventions implemented
- Administer screenings
- Collect school-wide data for team to use in determining at-risk students

Speech-Language Pathologist

- Attend MTSS Team meetings for students receiving supplemental and intensive supports.
- Completes Communication Skills screening for students unsuccessful with Tier 2 interventions
- Assist with supplemental and intensive interventions through collaboration, training, and/or direct student contact
- Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions

Principal/Assistant Principal

- Facilitate implementation of the MTSS problem-solving process in your building
- Provide or coordinate valuable and continuous professional development
- Assign paraprofessionals to support MTSS implementation when possible
- Attend MTSS Team meetings to be active in the MTSS change process
- Conduct classroom Walk-Throughs to monitor fidelity

Guidance Counselor/Curriculum Specialist

- Often MTSS Team facilitators
- Schedule and attend MTSS Team meetings
- Maintain log of all students involved in the MTSS process
- Send parent invites
- Complete necessary MTSS forms
- Conduct social-developmental history interviews when requested

School Psychologist

- Attend MTSS Team meetings on some students receiving supplemental supports & on all students receiving intensive supports
- Monitor data collection process for fidelity
- Review & interpret progress monitoring data
- Collaborate with MTSS Team on effective instruction & specific interventions
- Incorporate MTSS data when guiding a possible ESE referral & when making eligibility decisions

ESE Teacher/Staffing Specialist

- Consult with MTSS Team regarding intensive interventions
- Incorporate MTSS data when making eligibility decisions

Specialist (Behavior, OT, PT, ASD)

- Consult with MTSS Team
- Provide staff trainings

Social Worker

- Attend MTSS Team meetings when requested
- Conduct social-developmental history interviews and share with MTSS Team

ESOL/ELL Representative

- Attend all MTSS Team meetings for identified ELL students, advising and completing LEP paperwork
- Conduct language screenings and assessments
- Provide ELL interventions at all tiers

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 MTSS Problem-Solving team at J. Colin English meets on a weekly, monthly, as needed basis to analyze school and/or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five-step problem solving process as outlined in the district's MTSS Manual.

Title I, Part A

Title I, Title II and other programs coordinate through the SIP process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. All school improvement plans are reviewed at the district level for appropriate use of funds and effective use of resources. This district level review prevents duplication of services and facilitates coordination between schools and departments. This collaboration ensures that all programs support schools.

Title I, Part C- Migrant

Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students. Services include after school tutorials in reading and math; health services; and literacy workshops for parents as a result of the coordination of these funds. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title I, Part D

The facilities and schools coordinate with health services (mental and physical) and other social services to meet the need of students returning back to their assigned educational facility. The district Health Services, Student Services, Title I, Title III and ESE departments are all a part of the collaborative effort. For example: social workers from student services has the process and procedures in place to assist students and their families with social services for food stamps and other health services; the ESE Department has established a memorandum of understanding for assistance with housing and counseling services through Ruth Cooper and the Lutheran Service; vocational instructors establish partnership with businesses so students will have an opportunity to continue to develop their vocational skill.

Title II, Part A

Title I coordinates with other programs funded under NCLB through the SIP (School Improvement Plan) process. Within this plan, schools complete a Professional Development Plan in collaboration with Title II. The PDP is concentrated in reading, math, science and writing to meet the needs of the targeted subgroups not making annual AMO targets. The PDP includes teachers, paraprofessionals, and administrators. As part of the School Advisory Council, parents are included in this planning process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. This collaboration ensures that all programs funded under NCLB use funds to support schools, not supplant district obligations. All school improvement plans are reviewed at the district level for appropriate use of funds and effectiveness. This district level review prevents duplication of services and facilitates coordination between agencies. Each school's SIP is reviewed by all stakeholders and submitted to the Board for approval. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title III

Title I, Part A coordinates with Title III to expand academic enrichment opportunities for ELLs. These services include after school tutorials, professional development, supplemental scientifically research based resources and materials. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title X- Homeless

Title X coordinates with Title I, Part A, to provide comparable services to homeless children who are not attending Title I schools. By providing ongoing collaboration between Title X and Title I, Part A, program staff, the same services for homeless students in Non-Title I schools are provided to homeless students in Title I schools. In addition to serving homeless students not enrolled in Title I schools, set-aside funds are used to provide services to homeless students who are attending Title I schools. Homeless students who attend Title I school-wide or targeted assistance schools may have unique challenges that are not addressed by the regular Title I program at these schools. These challenges may create barriers to full participation in Title I programs and defeat the overarching program goal of helping all students meet challenging state standards. For instance, students residing in shelters, motels, or other overcrowded conditions may not have a quiet place to study at the end of the day and may require extended after-school library time; tutoring and/or accessibility to tutoring as needed, school supplies, expedited evaluations, extended days/ learning opportunities, Saturday schools, summer academic camps, coordination of services with shelters or other homeless service providers, or, a student who is dealing with the stress and anxiety associated with homelessness may not be able to focus on his or her studies and may benefit from school counseling services. Through Title I, Part A, or Title I, Part A, in conjunction with Title X, McKinney-Vento funding homeless students can take part in services that enable them to benefit more from a school's Title I program.

Supplemental Academic Instruction (SAI)

SAI is used to provide unique learning programs at schools. SAI funds are also used to fund summer school programs throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Violence Prevention Programs

The Youth Coalitions within Lee County provide opportunities for partnerships between the District and other social services. These social services assist all at-risk students through after-school programs that include academic, social, and health services. Anticipated outcomes include a safe environment for children and increased academic achievement. Bullying prevention programs are offered throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Nutrition Programs

Food and Nutrition Services offers healthy meals to all students. This includes ensuring that families are offered free and reduced lunch applications throughout the year. All students receive free breakfast at all school locations. Many Title I schools have also developed "Backpack Programs" in which nutritious food is sent home in a backpack each weekend to struggling families to ensure that children and families have food throughout the week. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Housing Programs

Head Start

Blended Head Start/Title 1/VPK/Migrant early childhood classrooms will be located on the school's campus. High risk students will attend a year long, high quality early childhood program that serves four year old children. The goal of the program is to prepare children for kindergarten by meeting the federal Head Start Framework for School Readiness and State Standards for Four Year Olds that are aligned with the Common Core Standards. The expected outcome is that enrolled children who complete the program will be deemed ready for kindergarten on the Florida Kindergarten Readiness Screening (FLKRS).

Adult Education

Adult Education partners with several Title I schools to offer ESOL classes for parents to learn English. Adult Education partners with Title I, Part A to offer paraprofessional classes to prepare paraprofessionals to take the qualifying test, ParaPro. Adult Education instructors review reading, math and writing skills, as well as test administration. Title I paraprofessionals benefit by becoming highly qualified as defined by NCLB. The benefit of these classes is to help the monolingual parents learn English so that they can become more self-sufficient. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Career and Technical Education

The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.

Job Training

The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.

Other

Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Greg Stanley	Parent
Theresa Stanley	Education Support Employee
Veronica Rodriguez	Education Support Employee
Cecilia Orellana Santamaria	Parent
Christina Collins	Parent
Heather Barner	Parent
Luis Ortiz	Parent
Maria Ortiz	Parent
Laura Duff	Parent
Roberto Santamaria	Parent
Kerri Haycook	Teacher
Celeste Rabedeau	Teacher
Rena Morant	Education Support Employee
Liz Huerta	Business/Community
William (Brad) Haley	Business/Community
Joe Williams, III	Principal
Carrie Ferrera	Teacher

Duties

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

Evaluation of last year's school improvement plan

At the first meeting of the year, the school leadership team will present last year's plan and review the goals. The team will explain the annual measurable objectives to the SAC and review the growth. The leadership team will work with the SAC team evaluate the effectiveness of the programs, and plan for addition strategies to meet the goals for the new school year.

Development of this school improvement plan

The membership of SAC discusses the School-Wide Goals of the School Improvement Plan and gives input as to whether the goals are progressive enough to promote student achievement for the students of the school.

Preparation of the school's annual budget and plan

The purpose of the School Advisory Council is to perform the functions that are prescribed by the regulations of the School Board. The SAC will assist in the preparation and evaluation of the School Improvement Plan, will give advice concerning the annual school budget, and will approve the use of the school improvement funds.

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

School Improvement Funds are used to purchase supplemental materials for students in order to promote student achievement. They are also used to train teachers and assist them with their professional development. Generally, we allocate \$1,500 to promote student achievement and \$1,500 to assist with professional development.

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
Macchia, Mark	Other
Martin, Ronda	Assistant Principal
Williams III, Joe	Principal
Guerin, Elaine	Other
Duron, Stephanie	Instructional Coach
Gonzalez, Sarah	Teacher, K-12
Hale, Ann	Teacher, K-12
Moneghan, Shanell	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT will continue to monitor student achievement in addition to providing support for the classroom teacher. Some of our major initiatives include:

- focus on increasing math student achievement in all grades, implementing math fact program as well as TIF teacher working with grades 2-5.
- focus on the lowest 25% making learning gains in both reading and math
- maintaining levels 3,4, and 5
- concentration on high level 2 students to get them to level 3
- focus on subgroups based on AMO (white, hispanic, and ED)

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

The master schedule was created so that each grade level has 40 minutes of common planning time each day. Teachers also implement the PLC model at least once a week. During that PLC time, teachers review the norms, address the 4 critical questions, and establish goals. In addition, they also review data, share best practices, and collaborate on weekly plans for instruction and assessment. TIF teachers as well as administrators attend PLCs as well.

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

- Regular meetings of new teachers with assistant principal
 - Partner new teachers or teachers with less than 2 years experience with veteran staff members
 - Provide a means of communication for staff members to pose questions or concerns
 - Provide professional development twice a month. Each training will focus on one specific top that aligns with our school goals
- Both the principal and assistant principal will be responsible.

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

We use the district's APPLES program with our beginning teachers. We only have one teacher, Rachel Knight, who is in the process of completing the program. She started in November 2013 and completed all the requirements of the program except the course Curriculum for New Teachers. As soon as it is offered in the Fall, she will complete the course and will be exited from the program. We will continue to provide support to our 2nd year teachers through monthly check-ins, PLCs, and grade level mentoring.

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

JCE provided the instructional staff professional development at the start of the year in the area of the backwards design. The instructional staff will utilize the academic plan to plan out lessons, using the Florida Standards listed in the academic plan. The instructional staff will then plan assessments to assess the standards addressed, and then plan out the instructional strategies needed to implement their lessons, aligning them to the standards. J. Colin English also conducts weekly Professional Learning Community (PLC) meetings to analyze the assessment data. From this, they will adjust or

modify their instructional practices to assist students with the standards taught. JCE also has an intervention time allotted daily to reinforce the standards which were not mastered in the particular instructional period.

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

JCEs leadership team met when the state assessment data was available to create classes and to evaluate how effectiveness of the school's instructional programs. The leadership team used this data to identify the strengths and the deficits of each individual grade level. Some of the ways JCE is meeting the needs of the students is as follows:

- Providing intervention time within the classroom working with the lowest 25% in English Language Arts and Mathematics.
- Differentiating instruction using the Compass Learning computer based program aligning the activities to the students' individual needs
- Provide after-school tutoring to students in need of assistance
- Monitoring data at the weekly PLC meetings to adjust or modify instruction to meet the needs of the students

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

Strategy: After School Program

Minutes added to school year: 2,160

Superstar Tutoring Academy will be used as a supplemental program for students that are at level 1, 2 and 3. The students will use the supplemental programs from Reading Streets and Go Math. The curriculum is in addition to what the teacher is using in the classroom. The instruction will be done in small group with no more than 5 students per tutor allowing for ample remediation time and review of concepts.

Strategy Rationale

By giving our students an extended opportunity to reinforce the skills taught in the regular school day, our students increase their knowledge and feel secure and successful with the school curriculum.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Moneghan, Shanell, shanellm@leeschools.net

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

In the tutoring program, the tutor will administer performance tasks and routine assessment to assess the effectiveness of the tutoring program.

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

Orientation meetings will be held at the start of the school year for kindergarten students and their families to familiarize them with the school and expectations for the coming year. All students are assessed prior to or upon entering within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing.

Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction.

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. Increase student achievement gains school-wide by focusing on teaching and learning.

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. Increase student achievement gains school-wide by focusing on teaching and learning. 1a

G037539

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	73.0
AMO Reading - ED	73.0
AMO Reading - Hispanic	73.0
AMO Reading - White	73.0
ELA/Reading Gains	73.0
ELA/Reading Lowest 25% Gains	74.0
AMO Math - All Students	77.0
AMO Math - ED	75.0
AMO Math - Hispanic	77.0
AMO Math - White	77.0
Math Gains	76.0
Math Lowest 25% Gains	68.0
FCAT 2.0 Science Proficiency	46.0
AMO Reading - African American	63.0
AMO Reading - ELL	52.0
AMO Math - African American	43.0
AMO Math - ELL	44.0
AMO Reading - SWD	65.0
AMO Math - SWD	65.0

Resources Available to Support the Goal 2

- TIF teachers
- Academic coach
- PLC
- Professional development
- Paraprofessionals
- Performance Matters
- Special area teachers attached to grade levels
- Tech (Compass, AR, Fast Math, Performance Matters, SmartBoard)
- SMILE Writing Program
- Math Facts
- PBS
- Kagan Structures
- Intensive Immediate Interventions (Triple I)

Targeted Barriers to Achieving the Goal 3

- Lack of experience with new academic plans and backwards design planning

- Lack of basic skills for students

Plan to Monitor Progress Toward G1. 8

Analyze student data to determine effectiveness of strategies and whether there's a need for instructional changes, discussions with teachers at PLC meetings

Person Responsible

Elaine Guerin

Schedule

Weekly, from 8/22/2014 to 6/5/2015

Evidence of Completion

An increase of student achievement through the use of formative assessments and standardized testing, PLC discussions

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. Increase student achievement gains school-wide by focusing on teaching and learning. **1**

 G037539

G1.B1 Lack of experience with new academic plans and backwards design planning **2**

 B090218

G1.B1.S1 Guided review of new academic plans and mini trainings through PLCs. **4**

 S100976

Strategy Rationale

Action Step 1 **5**

Guided review of academic plans and backwards lesson planning to address the needs of teachers and students and make instructional decisions

Person Responsible

Mark Macchia

Schedule

Weekly, from 8/22/2014 to 6/5/2015

Evidence of Completion

Successful implementation of PLC data meetings

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

Regularly attend PLC meetings to monitor progress
Monitor successful implementation of academic plans and backwards design at PLC teams at each grade level
View lesson plans on SharePoint

Person Responsible

Ronda Martin

Schedule

Weekly, from 8/22/2014 to 6/5/2015

Evidence of Completion

Lesson plans, class walk throughs, PLC meeting minutes

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

View lesson plans on SharePoint and attend PLC meetings weekly

Person Responsible

Ronda Martin


Schedule

Weekly, from 8/22/2014 to 6/5/2015


Evidence of Completion

Lesson Plans, PLC minutes

G1.B2 Lack of basic skills for students **2**

 B090219

G1.B2.S1 Continue with math fact program in grades K-5 as well as TIF teacher working specifically with grades 2-5 on targeted math skills. **4**

 S100979

Strategy Rationale

Action Step 1 **5**

TIF collaborates with classroom teacher on consistency of math fact program in addition to identifying students that need intervention,

Person Responsible

Mark Macchia

Schedule

Weekly, from 8/22/2014 to 6/5/2015

Evidence of Completion

weekly fact assessment

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

Conduct classroom observations, review data at PLC

Person Responsible

Mark Macchia

Schedule

Weekly, from 8/22/2014 to 6/5/2015

Evidence of Completion

Classroom walk thrus, lesson plans, Pinnacle grades

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

Analyze mid-year and end of year student data to determine growth and effectiveness

Person Responsible

Mark Macchia


Schedule

Semiannually, from 8/22/2014 to 6/5/2015

Evidence of Completion

Post math fact assessments show student increase in addition, subtraction, multiplication, division, Mid-year Math CCE

G1.B2.S2 Work with lowest 25% in reading targeting specific skills in which students are lacking. 4

 S105889

Strategy Rationale

Action Step 1 5

After reviewing the data, TIF teacher will push into the classroom to work with low performing students on basic skills necessary to be increase student achievement.

Person Responsible

Elaine Guerin

Schedule

Daily, from 8/22/2014 to 6/5/2015

Evidence of Completion

Lesson plans, data reports

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Weekly PLC meetings to review data

Person Responsible

Elaine Guerin

Schedule

Weekly, from 8/22/2014 to 6/5/2015

Evidence of Completion

PLC minutes, data from PM

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Attend weekly PLC meetings with grade levels to review data

Person Responsible

Elaine Guerin

Schedule

Weekly, from 8/22/2014 to 6/5/2015

Evidence of Completion

Data from PM, PLC minutes

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Guided review of academic plans and backwards lesson planning to address the needs of teachers and students and make instructional decisions	Macchia, Mark	8/22/2014	Successful implementation of PLC data meetings	6/5/2015 weekly
G1.B2.S1.A1	TIF collaborates with classroom teacher on consistency of math fact program in addition to identifying students that need intervention,	Macchia, Mark	8/22/2014	weekly fact assessment	6/5/2015 weekly
G1.B2.S2.A1	After reviewing the data, TIF teacher will push into the classroom to work with low performing students on basic skills necessary to be increase student achievement.	Guerin, Elaine	8/22/2014	Lesson plans, data reports	6/5/2015 daily
G1.MA1	Analyze student data to determine effectiveness of strategies and whether there's a need for instructional changes, discussions with teachers at PLC meetings	Guerin, Elaine	8/22/2014	An increase of student achievement through the use of formative assessments and standardized testing, PLC discussions	6/5/2015 weekly
G1.B1.S1.MA1	View lesson plans on SharePoint and attend PLC meetings weekly	Martin, Ronda	8/22/2014	Lesson Plans, PLC minutes	6/5/2015 weekly
G1.B1.S1.MA1	Regularly attend PLC meetings to monitor progress Monitor successful implementation of academic plans and backwards design at PLC teams at each grade level View lesson plans on SharePoint	Martin, Ronda	8/22/2014	Lesson plans, class walk throughs, PLC meeting minutes	6/5/2015 weekly
G1.B2.S1.MA1	Analyze mid-year and end of year student data to determine growth and effectiveness	Macchia, Mark	8/22/2014	Post math fact assessments show student increase in addition, subtraction, multiplication, division, Mid-year Math CCE	6/5/2015 semiannually
G1.B2.S1.MA1	Conduct classroom observations, review data at PLC	Macchia, Mark	8/22/2014	Classroom walk thrus, lesson plans, Pinnacle grades	6/5/2015 weekly
G1.B2.S2.MA1	Attend weekly PLC meetings with grade levels to review data	Guerin, Elaine	8/22/2014	Data from PM, PLC minutes	6/5/2015 weekly
G1.B2.S2.MA1	Weekly PLC meetings to review data	Guerin, Elaine	8/22/2014	PLC minutes, data from PM	6/5/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Increase student achievement gains school-wide by focusing on teaching and learning.

G1.B1 Lack of experience with new academic plans and backwards design planning

G1.B1.S1 Guided review of new academic plans and mini trainings through PLCs.

PD Opportunity 1

Guided review of academic plans and backwards lesson planning to address the needs of teachers and students and make instructional decisions

Facilitator

Administration, TIF teachers

Participants

Administration, TIF teachers, Classroom Teachers

Schedule

Weekly, from 8/22/2014 to 6/5/2015

G1.B2 Lack of basic skills for students

G1.B2.S1 Continue with math fact program in grades K-5 as well as TIF teacher working specifically with grades 2-5 on targeted math skills.

PD Opportunity 1

TIF collaborates with classroom teacher on consistency of math fact program in addition to identifying students that need intervention,

Facilitator

TIF Teacher

Participants

All Classrooms Teachers

Schedule

Weekly, from 8/22/2014 to 6/5/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Grand Total	0