

Estates Elementary School

5945 EVERGLADES BLVD N, Naples, FL 34120

[no web address on file]

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
77%

Alternative/ESE Center
No

Charter School
No

Minority
71%

School Grades History

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

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

Estates Elementary School: Preparing engaged, enriched, successful students for the world of tomorrow.

Provide the school's vision statement

At Estates Elementary School, we are committed to "Educating Today's Children for Tomorrow's World." Working together with the community with open minds to develop a positive and nurturing environment, community support, and responsible and respectful citizens who are lifelong learners dedicated to productivity within a global society.

School Environment

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

Initially, the staff learns about the student's home languages and special needs through the data provided to the school by the parents/guardians. This is prior to meeting the students. Once the students enter the classroom, the teachers and staff communicate with the student and family in the language they know the best. At the start of the year teachers try to reach their students by discovering their language, culture, values, family and home environment. This knowledge allows the staff to better support the students.

Teachers build relationships through four basic strategies - getting to know students, individualizing the curriculum, never using harsh words with students, and continue trying to reach students by respecting them daily.

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

Students are supervised upon arrival by either buses or cars. Students have a holding area where they wait for teachers to pick them up, by grade level. They are supervised by staff members while waiting for teachers. Alternately, students may eat breakfast in the cafeteria, which is also staffed by assistants who monitor student safety and behavior.

Throughout the school day the campus has a single point of entry. This year a buzzer-access entry with camera is being installed. All classrooms keep doors locked at all times. Teachers carry keys and a student is assigned to open the door when another student knocks.

At dismissal, students are once again supervised in either the bus or car dismissal area. Bus riders are returned to school for parent pick-up if nobody is at the bus stop waiting for the child.

Every year code red, yellow, hurricane, and fire drills are conducted. Teachers review procedure for all of these emergency drills with students.

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

Estates Elementary is proud to say that we continue to use a Positive Behavior Support (PBS) system to ensure that school-wide expectations and behaviors are consistent. PBS is a proven

strategy to teach our students what the expectations are throughout the school and the rules that are in place for specific areas.

PBS also allows students to be recognized and rewarded for their positive behaviors.

We established a system where we use PANTHER BUCKS as a method of recognition for students' appropriate use of expectations and behaviors. Students can receive tangible rewards at our PANTHER store, available at specific times. This strategy allows the managing of behaviors to be a positive one.

Every morning the entire school recites our school-wide behavioral expectations to remind everyone to start their day in a positive way! They are as follows:

P Prepared

A Act Safely

W Welcome and Celebrate Differences

S Stop and Think

All staff and guest teachers are trained in this system. Staff are also trained in the manner to complete office discipline referrals and the procedure for handling referrals.

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

The Positive Behavior Support committee meets regularly, as does each grade level. There is one representative from each team (grade levels, typically) - including our Autism Spectrum Disorder units, as well as non-instructional - with our school counselor as the PBS Coach who leads the meetings. During these meetings, student needs are discussed. If a student demonstrates a need - either academically, behaviorally, or emotionally, then strategies for interventions are planned and implemented. The school counselor is an integral part of this team, as she works with both Tier II groups as well as Tier III individuals. All students in Tiers II or III have a Progress Monitoring Plan in place to track the effectiveness of the intervention. The PBS team meets monthly, at minimum. There are more meetings if there is a specific need - either student-based need or a need to refine the PBS program.

Students new to Estates Elementary - whether Tier I, students who are English Language Learners, or students with disabilities - are discussed initially in PLC team meetings, followed by PBS meetings, if the PLC meeting shows that a student needs additional supports. ELL students have the support of the ELL contact teacher as well as the ELL tutor. The ELL contact teacher is a member of the leadership team and notifies leadership if additional supports need to be addressed through the PBS team. Students with disabilities are monitored by the Intervention Support Specialist, who is also a member of the leadership team and notifies leadership if additional supports need to be addressed through the PBS team.

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

Within the District School Board of Collier County data warehouse system, we have an area devoted to identifying students with critical needs. This area shows students who are absent for extended periods of time, students who scored at the lowest level of state assessments for ELA or math, students who have been assigned In-School Suspension or Out-of-School Suspension, and course failures in ELA and math. During PLC meetings, that are attended by administration, these students are reviewed with the teachers and plans for assisting these student are determined.

The graphed progress reports that are associated with all IEP plans are a mechanism to review student's with disabilities progress and to provide indicators of student's that may need a closer look. The Instructional Support Specialist monitors this data, with the ESE inclusion teacher and classroom

teacher's assistance.

Within the District School Board of Collier County's Studentpass system, attendance and behavior are noted. This data is used by the Assistant Principal to monitor students who have a high level of school absences. The parents or guardians of these students receive a phone call after five absences and a letter mailed to the home after ten absences. Absence meetings are held with parents/guardians based upon the Assistant Principal's monitoring of this data.

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	4	6	4	1	1	4	20
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	33	22	16	71

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

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

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

Dependent upon the indicators, a variety of strategies are employed to decrease absences and increase academic performance. Students who are absent significantly receive a letter, phone calls, and conference with administration, as well as attendance officials from the district. If indicated, a positive system for improving attendance can be created for individual students.

As far as academic strategies, these are determined based upon analysis of student needs.

Additional support is provided to the student in ELA - phonics, phonological awareness, fluency, comprehension, vocabulary or writing, as well as math - math facts, problems solving, finding important information, error checking, and math vocabulary. Depending upon the student, these interventions are categorized as either Tier II or Tier III.

This process takes place through the MTSS Problem Solving Process, which begins in Professional Learning Communities with grade level teams and continues to include PBS, if necessary, leadership, if necessary, and the school counselor, if necessary. The Intervention Support Specialist is a part of any and all of these meetings.

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/186795>.

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

The school has many partnerships with local businesses and consistently works to increase the number of business partners. Through participating in initiatives such as Principal for the Day, local businesses understand what happens within the school on a daily basis. Many business partners provide student incentives for behavior, as well as for perfect attendance. We always ensure that we properly thank businesses with a letter so that their generosity does not go unnoticed. Our PTO is also very successful in forming partnerships with local businesses in order to enhance student achievement.

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
Rogers, Sheryl	Principal
Young, Lisa	Assistant Principal
Bonfitto, Sarah	Teacher, K-12
Moore, Rachel	Teacher, K-12
Davidson, Lori	Teacher, K-12
Mederos, Lucy	Teacher, K-12
Gonzalez, Rose	Guidance Counselor

Duties

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

Principal: Provides a common vision for the use of data-based decision-making; verbalizes support of the MTSS process; ensures that MTSS is being implemented with fidelity; conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation; allows scheduling that supports common team planning and implementation of interventions; monitors curriculum, instruction, and assessment; ensures adequate professional development to support MTSS implementation; communicates with parents regarding school-based MTSS plans and activities.

Assistant Principal: Assists the principal in providing leadership and support of the MTSS process; regularly attends meetings to support and provide assistance/resources to teams as needed; serves as building level MTSS Coordinator to oversee the problem-solving process and ensure integrity and fidelity of the implementation process; attends district MTSS meetings.

Instructional Team Facilitators: Analyzes and provides information about Core instruction; participates in student data collection; delivers Tier I instruction and intervention; leads team in developing Tier II

intervention strategies and schedule; integrates Tier I materials/instruction into Tier II activities.
Intervention Support Specialist: Facilitates all school procedures, training and activities regarding student academic achievement and student intervention and provides early intervening services for students in targeted area(s) of deficiency.

Exceptional Student Education Teachers: Participates in student data collection; integrates core instructional activities into Tier II and III instruction; collaborates with general education teachers through co-teaching models; attends MTSS meetings when students with disabilities are involved; provides support for the development and implementation of ESE interventions.

Reading Coach: Develops, leads, and evaluates CORE programs; identifies and analyzes literature on research-based intervention strategies; identifies systematic patterns of student need; assists with universal screening process; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

School Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students, small and large groups; provides interventions to the school and families to support the child's academic, personal/social, career development, and community involvement; regularly attends MTSS meetings.

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 Leadership Team will meet bi-weekly to monitor school-wide student progress. The team will engage in the following activities:

1. Review universal screening data and relate to instructional decisions;
2. Review progress monitoring data at each grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team monitors how these students are being serviced;
3. Identify/review professional development and resources needed;
4. Facilitate the process of building consensus amongst staff;
5. Each team member facilitates grade-level weekly data meetings in which team members collaborate to problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.

In addition, the team meets as needs dictate to monitor data collection for students for whom interventions have been created. Interventions may be refined and/or revised at this time.

Program Coordination:

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. Additionally:

Title I Parts A, C, D, and School Improvements (1003a and 1003g) Title II, Part A and Title III 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 meets 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 SuccessMaker licenses, Tutors, Resource Teachers. Title I Basic, Title I Migrant and Head Start/VPK collaborate to provide PreK classes and ensure school readiness for Collier students.

Title I Migrant and school collaboration occurs with local eye doctor to provide eye exams and glasses at no cost to migrant students in need or at a discounted price to our program.

Coordination occurs with Homeless Liaison staff and Title I Migrant staff in identifying eligible students and families that can be served as homeless.

Title I Basic and Title III collaborate in providing workshops and trainings to build the capacity of parents and foster strong connection and engagement between home and school. In addition both grants provide translation services to ensure that non-English speaking parents are able to participate fully in the education of their children.

Supplemental Staff Development:

Title I Migrant, Title I Basic 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 to fund Reading Coaches at all Elementary 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
Sheryl Rogers	Principal
Rachel Bradfield	Teacher
Odette Torres	Education Support Employee
Ysela Quintana	Teacher
Kelli Shuster	Parent
Yanilec Cabrera	Parent
Yessica Gomez	Parent
Maricela Chacon	Parent
Hilda Cenecharles	Parent
Christel Johnson	Business/Community
Yanely Fernandez	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

Based upon the overall achievement of students during the last school year, our student achievement rose in reading in every grade level. Math achievement remained consistent, though we did notice a drop in our math achievement in our lowest 25%. We went from 80% of these students demonstrating gain to 65% of our lowest 25% of students demonstrating gain. Our school improvement plan this year addresses this, based upon our evaluation. The SAC reviews the data, as well, and makes any relevant suggestions when plan is under development. In addition, the SAC receives quarterly updates on progress toward the SIP.

Development of this school improvement plan

The School Advisory Council receives information about the performance of the school and provides suggestions prior to finalization of the SIP. The SAC is responsible for final decision making at the school relating to the implementation of the provisions of the SIP. Once final edits have been completed, the plan is presented at a SAC meeting in the Fall for approval.

Preparation of the school's annual budget and plan

The locational budget is reviewed with the SAC yearly. In addition, if any SAC funds are received from the state this is reviewed with the SAC. The SAC votes to approve any SAC fund expenditures. In addition to explaining Title I funding to the SAC, this funding is reviewed with all parents during our annual Title I meeting.

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

Projected use of SIP funds are based upon needs submitted throughout the year and approved by the SAC. This happens throughout the year and is recorded within the meeting minutes. No SIP funds were spent in the school year 2013-2014.

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
Rogers, Sheryl	Principal
Young, Lisa	Assistant Principal
Bonfitto, Sarah	Teacher, K-12
Moore, Rachel	Teacher, K-12
Davidson, Lori	Teacher, K-12
Mederos, Lucy	Teacher, K-12
Puskaric, Mellisa	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team supports implementation of the District's K-12 Reading Plan. The major initiatives of the Literacy Leadership Team this year are to support the strengthening of core instruction by providing leadership in the use of rigorous instruction, relevant engaging lessons, and building reading stamina. Support for the initiatives will be given through:

1. enhancement of independent reading and reading strategies through rigorous activities done independently.
2. working with words block in grades one and two, exploring words, word families (patterns), spelling, and phonics, and how children can use what they learn about words in their reading and writing.
3. monitoring with fidelity the Reading Counts program which promotes independent leveled reading choice for all students K-5.
5. promote stronger correlation between reading and writing process through written responses to reading and an emphasis on Writer's Workshop.
6. promote analysis of reading and corresponding writing to text

The district reading scores for students with significant cognitive disabilities are below the proficient level on the FAA. Improved instruction in Reading through direct systematic instruction is our primary focus. The district will require the use of Discrete Trial Trainer for students at the Emergent Level (FAA 1-3) in grades K-12; RAZ Kids for students at the Achieved Level (FAA 4-6) in grades K-12; and My Reading Coach for students at the Commended Level (FAA7-9) in grades K-12. Additionally, using small group instruction to target specific needs is a major component of our Reading program. Each school's leadership team will assist in this process by monitoring lesson plans and analyzing benchmark data. The LLT will utilize classroom walkthrough data in order to make midcourse adjustments in instruction. This data will be also analyzed by the instructional coaches to drive coaching practices by modeling, planning, and professional learning communities.

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

- 1) The math and reading coaches meet weekly with grade levels to plan collaboratively using the new Florida Standards.
- 2) Grade levels each have an additional three hour block to plan instruction every six weeks utilizing a model where students within the grade level have the opportunity to complete STEM activities while their teachers plan future lessons and mine data to determine and refine student interventions.
- 3) Team facilitators meet with administration monthly and then provide information relevant to their team to their team members. This is part of the multi-tiered systems of support.

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

- 1 Monthly new teacher meetings with mentors and leadership team. Assistant Principal
- 2 Peer Mentoring Program-Partnering new teachers with veteran staff. Principal
- 3 Collegially-based professional learning and support communities. Principal, Asst. Principal, Instructional Team Leaders, Academic Coaches
- 4 Site-based and district professional development targeted to teacher needs. Leadership Team, Coaches
- 5 On-going collaborative team planning. Leadership Team
- 6 Release time for teachers to observe veteran teachers. Assistant Principal
- 7 Utilize Data Driven Coaching Process. Administrators, Reading Coach, Math Coach

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

This year we have several new teachers throughout the building. We have paired these teachers with veteran instructional staff members who are on the same grade level teams and the new instructors. These teachers are veteran educators whose students consistently show high academic gains. Throughout the year the new teachers and their mentors will meet weekly for planning meetings and to provide support as needed. These meetings are monitored by the principal and assistant principal.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

All instructors utilize the district's pacing guides to ensure that state standards guide instruction, rather than any single set of instructional materials. They are supported when planning and unpacking the standards by the instructional coaches within the building. The administrators conduct teacher observations at least monthly that ensure that instruction follows the district's pacing guides and curriculum maps, which are based upon the 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

Student data is utilized when making any and all instructional decisions. Initially, data is used to correctly place the students in classrooms with identified clusters, in order to allow the most efficient use of resources. When students complete formative or summative assessments, the results of the assessments are used to create groups that need remediation in specific skills or enrichment, based upon successful mastery of skills. All instructional interventions are based upon data that indicate student weaknesses. Interventions are aligned with weaknesses in order to strengthen specific areas. Data is tracked weekly when students receive interventions in order to determine if interventions are successful or need to be refined.

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

Strategy: Extended School Day

Minutes added to school year:

Students have the opportunity to attend the before and/or after school program that is run by the school. Within this program are opportunities for enrichment, such as the K'Nex, Cooking, or Arts and Crafts (for example).

Students who have demonstrated the need for additional instruction are invited to participate in an after-school program that focuses upon ELA and math. This program meets twice per week for one hour per session. Transportation is provided, if needed, for the students.

Strategy Rationale

After-school programs have been utilized as a means of accelerating the achievement of students placed

at risk of academic failure due to poverty, lack of parental support, reduced opportunities to learn, and other socioeconomic and academic factors (Frymier & Gansneder, 1989; McGillis, 1996; McAdoo, 1988).

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

Person(s) responsible for monitoring implementation of the strategy

Rogers, Sheryl, rogers2@collierschools.com

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

Quarterly benchmark assessments are given to all students. Data will be disaggregated to determine if the students who attend the after-school program are demonstrating gains in ELA and math.

The students and parents will have the opportunity to complete satisfaction surveys as to the success of the enrichment activities that contribute to a well rounded education.

Strategy: Weekend Program

Minutes added to school year:

The Saturdays for Success Academy is to provide remediation for those students who have demonstrated that they need additional assistance in reading, and/or writing, and/or math, and/or science.

Strategy Rationale

Strategy Purpose(s)

- Instruction in core academic subjects

Person(s) responsible for monitoring implementation of the strategy

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

Data is analyzed and used regarding attendance in the program and, eventually, standardized assessment scores for which the students have been preparing.

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/Title I/Migrant prekindergarten classes and a few full-day and half-day VPK/child care classes. These prekindergarten programs are provided in various school sites across the county. Both programs provide opportunities for students to learn the basics for success in school and also provide an easy transition to kindergarten for the students.

Preschool students with disabilities: Emphasis, training, and support in Universal Design for Learning (UDL) will provide focal points for considering effective strategies and technologies to empower educators to become creative instructional designers of their classrooms (Rose and Meyer, 2002). 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

N/A

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

N/A

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

N/A

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

N/A

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If student work demonstrates a high level of rigor, i.e., cognitive complexity, deep understanding and knowledge, consistent with the demands of the new Florida Standards then student achievement will increase. Supported - Access Points: Supports all areas, including FAA Reading, Writing, & Math
- G2.** If teachers analyze and interpret ongoing assessment data in order to plan for instruction, intervention and enrichment then student achievement will improve based upon matching instruction/interventions/enrichments to student needs, based upon data. Supported - Access Points: Supports all areas, including FAA Reading, Writing, & Math

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 student work demonstrates a high level of rigor, i.e., cognitive complexity, deep understanding and knowledge, consistent with the demands of the new Florida Standards then student achievement will increase. Supported - Access Points: Supports all areas, including FAA Reading, Writing, & Math **1a**

 G037572

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	73.0

Resources Available to Support the Goal **2**

- 1. Components for ELL/technology-based 2. Parent activities/events 3. Leveled classroom libraries 4. Technology-based comprehension materials Resources for student instruction in Access Points: Unique Learning System; instructional technology

Targeted Barriers to Achieving the Goal **3**

- Student work is pedestrian and does not feature cognitively complex work.

Plan to Monitor Progress Toward G1. **8**

Review quarterly benchmark/standardized test data

Monitoring tools for student instruction in Access Points: Unique Learning System Monthly Benchmark Assessments and Unit Checklists

Person Responsible

Sheryl Rogers

Schedule

Quarterly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Student gains indicated on assessments

G2. If teachers analyze and interpret ongoing assessment data in order to plan for instruction, intervention and enrichment then student achievement will improve based upon matching instruction/interventions/enrichments to student needs, based upon data. Supported - Access Points: Supports all areas, including FAA Reading, Writing, & Math **1a**

 G037573

Targets Supported **1b**

Indicator	Annual Target
AMO Math - All Students	62.0

Resources Available to Support the Goal **2**

- Data warehouse
- Academic coaches
- Resources for student instruction in Access Points: Unique Learning System; instructional technology
- Academic Tutor
- Academic Resource Instructor

Targeted Barriers to Achieving the Goal **3**

- Teachers have not been trained to/do not create plans based on analysis and interpretation of ongoing assessment data.

Plan to Monitor Progress Toward G2. **8**

Review benchmark and standardized assessments

Monitoring tools for student instruction in Access Points: Unique Learning System Monthly Benchmark Assessments and Unit Checklists

Person Responsible

Sheryl Rogers

Schedule

Semiannually, from 8/18/2014 to 6/3/2015

Evidence of Completion

Ensure that students demonstrate learning gains as evidenced by state assessment data as well as common formative and summative assessments.

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 student work demonstrates a high level of rigor, i.e., cognitive complexity, deep understanding and knowledge, consistent with the demands of the new Florida Standards then student achievement will increase. Supported - Access Points: Supports all areas, including FAA Reading, Writing, & Math **1**

 G037572

G1.B1 Student work is pedestrian and does not feature cognitively complex work. **2**

 B090338

G1.B1.S1 Teachers will engage students in work characterized by cognitively complex tasks that require them to • Identify Critical Content (clear progression of knowledge) • Elaborating on New Information (making inferences about information) • Recording and Representing Knowledge (interacting with abstract representations of content) • Examining Similarities and Differences (create distinctions about defining characteristics) • Examining Reasoning (examining own reasoning and that of others) • Revising Knowledge (updating understanding of information and effectiveness at executing processes) • Hypothesis Generation and Testing (make predictions, provide support for logic, testing efficacy of predictions) **4**

 S101093

Strategy Rationale

If students participate frequently in activities that require cognitively complex tasks then their academic performance will increase, allowing them a greater chance at success after leaving school.

Action Step 1 **5**

Extended Learning Opportunity - After School Academy funded through Title I funds targeting students with demonstrated weaknesses in reading or math as indicated by prior year FCAT and SAT10 scores.

Person Responsible

Lisa Young

Schedule

Weekly, from 10/6/2014 to 3/13/2015

Evidence of Completion

Score comparison of students attending from last year to current year.

Action Step 2 5

Create and monitor student work that is characterized by cognitively complex tasks.

Person Responsible

Sheryl Rogers

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Rigor of student activities in lesson plans and administrative walk-through data.

Action Step 3 5

Present professional development for teachers instructing in the after-school program.

Person Responsible

Lisa Young

Schedule

Monthly, from 10/1/2014 to 3/13/2015

Evidence of Completion

Lesson plan collection, student achievement evidence.

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

1. Lesson plan feedback provided
2. Weekly meetings with teams to discuss performance tasks, student data, and rigor of tasks assigned.

Person Responsible

Sheryl Rogers

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

1. Lesson plans
 2. Weekly meetings
 3. Lesson plan feedback
- Monitoring tools for student instruction in Access Points: Unique Learning System Monthly Benchmark Assessments and Unit Checklists

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

Review quarterly benchmark data as well as formative and summative classroom data (i.e. end of unit assessments, etc.) to determine if rigor of work leads to student learning. This will occur during Professional Learning Community meetings.

Monitoring tools for student instruction in Access Points: Unique Learning System Monthly Benchmark Assessments and Unit Checklists

Person Responsible

Sheryl Rogers

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Increase in student proficiency levels.

G2. If teachers analyze and interpret ongoing assessment data in order to plan for instruction, intervention and enrichment then student achievement will improve based upon matching instruction/interventions/enrichments to student needs, based upon data. Supported - Access Points: Supports all areas, including FAA Reading, Writing, & Math **1**

 G037573

G2.B1 Teachers have not been trained to/do not create plans based on analysis and interpretation of ongoing assessment data. **2**

 B090340

G2.B1.S1 Lesson plans and classroom instruction will routinely feature differentiated content, process, product or learning environment based on the specific needs of individual students within the class. (*ESE, ELL, 504, Gifted, and other demonstrated needs). **4**

 S101094

Strategy Rationale

Sound instruction does not occur without proper planning.

Action Step 1 **5**

Will create thoughtful lesson plans that routinely feature differentiated strategies based upon the demonstrated needs of their students. Coaches will model and facilitate use of data when creating lesson plans based upon demonstrated student need.

Person Responsible

Sheryl Rogers

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

1. Lesson plans that include differentiated activities 2. Review of lesson plans will include lesson plan checklist for challenge and rigor. 3. Student achievement as measured by quarterly benchmark assessments and standardized assessment. 4. Weekly collaborative planning by academic coaches to assist instructors with planning rigorous lessons aligned to new Florida Standards.

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

Will monitor lesson plans weekly and provide feedback to teams regarding differentiated based upon student needs.

Person Responsible

Lisa Young

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

PLC Meeting Minutes

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

Will review benchmark assessments and standardized assessments for improvement in student proficiency.

Monitoring tools for student instruction in Access Points: Unique Learning System Monthly Benchmark Assessments and Unit Checklists

Person Responsible

Sheryl Rogers

Schedule

Semiannually, from 8/18/2014 to 6/3/2015

Evidence of Completion

Increased student proficiency numbers.

G2.B1.S2 Professional Learning Communities will function as data teams for the purpose of analyzing and interpreting data to plan for instruction, Tier I interventions (FCIM) and enrichment. 4

 S101095

Strategy Rationale

Groups of professionals can develop more rigorous instructional tasks than individuals can within the same time period.

Action Step 1 5

Will meet to analyze and interpret data and plans for instruction. This will include but not be limited to: analyzing performance tasks, determining depth of knowledge of tasks and assignments, and scoring student work as a team.

Person Responsible

Sheryl Rogers

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Meeting minutes entered into data warehouse.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Will attend PLC meetings as well as review meeting minutes within Data Warehouse.

Person Responsible

Sheryl Rogers

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Meeting minutes in data warehouse.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Will monitor student proficiency as indicated on quarterly and standardized assessments

Monitoring tools for student instruction in Access Points: Unique Learning System Monthly Benchmark Assessments and Unit Checklists

Person Responsible

Sheryl Rogers

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Which will determine that meetings have been beneficial as student proficiency numbers show an increase.

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	Extended Learning Opportunity - After School Academy funded through Title I funds targeting students with demonstrated weaknesses in reading or math as indicated by prior year FCAT and SAT10 scores.	Young, Lisa	10/6/2014	Score comparison of students attending from last year to current year.	3/13/2015 weekly
G2.B1.S1.A1	Will create thoughtful lesson plans that routinely feature differentiated strategies based upon the demonstrated needs of their students. Coaches will model and facilitate use of data when creating lesson plans based upon demonstrated student need.	Rogers, Sheryl	8/18/2014	1. Lesson plans that include differentiated activities 2. Review of lesson plans will include lesson plan checklist for challenge and rigor. 3. Student achievement as measured by quarterly benchmark assessments and standardized assessment. 4. Weekly collaborative planning by academic coaches to assist instructors with planning rigorous lessons aligned to new Florida Standards.	6/3/2015 weekly
G2.B1.S2.A1	Will meet to analyze and interpret data and plans for instruction. This will include but not be limited to: analyzing performance tasks, determining depth of knowledge of tasks and assignments, and scoring student work as a team.	Rogers, Sheryl	8/18/2014	Meeting minutes entered into data warehouse.	6/3/2015 weekly
G1.B1.S1.A2	Create and monitor student work that is characterized by cognitively complex tasks.	Rogers, Sheryl	8/18/2014	Rigor of student activities in lesson plans and administrative walk-through data.	6/3/2015 weekly
G1.B1.S1.A3	Present professional development for teachers instructing in the after-school program.	Young, Lisa	10/1/2014	Lesson plan collection, student achievement evidence.	3/13/2015 monthly
G1.MA1	Review quarterly benchmark/ standardized test data Monitoring tools for student instruction in Access Points: Unique Learning System Monthly	Rogers, Sheryl	8/18/2014	Student gains indicated on assessments	6/3/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Benchmark Assessments and Unit Checklists				
G1.B1.S1.MA1	Review quarterly benchmark data as well as formative and summative classroom data (i.e. end of unit assessments, etc.) to determine if rigor of work leads to student learning. This will occur during Professional Learning Community meetings. Monitoring tools for student instruction in Access Points: Unique Learning System Monthly Benchmark Assessments and Unit Checklists	Rogers, Sheryl	8/18/2014	Increase in student proficiency levels.	6/3/2015 monthly
G1.B1.S1.MA1	1. Lesson plan feedback provided 2. Weekly meetings with teams to discuss performance tasks, student data, and rigor of tasks assigned.	Rogers, Sheryl	8/18/2014	1. Lesson plans 2. Weekly meetings 3. Lesson plan feedback Monitoring tools for student instruction in Access Points: Unique Learning System Monthly Benchmark Assessments and Unit Checklists	6/3/2015 monthly
G2.MA1	Review benchmark and standardized assessments Monitoring tools for student instruction in Access Points: Unique Learning System Monthly Benchmark Assessments and Unit Checklists	Rogers, Sheryl	8/18/2014	Ensure that students demonstrate learning gains as evidenced by state assessment data as well as common formative and summative assessments.	6/3/2015 semiannually
G2.B1.S1.MA1	Will review benchmark assessments and standardized assessments for improvement in student proficiency. Monitoring tools for student instruction in Access Points: Unique Learning System Monthly Benchmark Assessments and Unit Checklists	Rogers, Sheryl	8/18/2014	Increased student proficiency numbers.	6/3/2015 semiannually
G2.B1.S1.MA1	Will monitor lesson plans weekly and provide feedback to teams regarding differentiated based upon student needs.	Young, Lisa	8/18/2014	PLC Meeting Minutes	6/3/2015 monthly
G2.B1.S2.MA1	Will monitor student proficiency as indicated on quarterly and standardized assessments Monitoring tools for student instruction in Access Points: Unique Learning System Monthly Benchmark Assessments and Unit Checklists	Rogers, Sheryl	8/18/2014	Which will determine that meetings have been beneficial as student proficiency numbers show an increase.	6/3/2015 monthly
G2.B1.S2.MA1	Will attend PLC meetings as well as review meeting minutes within Data Warehouse.	Rogers, Sheryl	8/18/2014	Meeting minutes in data warehouse.	6/3/2015 monthly

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 student work demonstrates a high level of rigor, i.e., cognitive complexity, deep understanding and knowledge, consistent with the demands of the new Florida Standards then student achievement will increase. Supported - Access Points: Supports all areas, including FAA Reading, Writing, & Math

G1.B1 Student work is pedestrian and does not feature cognitively complex work.

G1.B1.S1 Teachers will engage students in work characterized by cognitively complex tasks that require them to • Identify Critical Content (clear progression of knowledge) • Elaborating on New Information (making inferences about information) • Recording and Representing Knowledge (interacting with abstract representations of content) • Examining Similarities and Differences (create distinctions about defining characteristics) • Examining Reasoning (examining own reasoning and that of others) • Revising Knowledge (updating understanding of information and effectiveness at executing processes) • Hypothesis Generation and Testing (make predictions, provide support for logic, testing efficacy of predictions)

PD Opportunity 1

Create and monitor student work that is characterized by cognitively complex tasks.

Facilitator

Varies - Dependent upon item line

Participants

Instructional staff

Schedule

Weekly, from 8/18/2014 to 6/3/2015

PD Opportunity 2

Present professional development for teachers instructing in the after-school program.

Facilitator

Lisa Young

Participants

After-school instructors

Schedule

Monthly, from 10/1/2014 to 3/13/2015

G2. If teachers analyze and interpret ongoing assessment data in order to plan for instruction, intervention and enrichment then student achievement will improve based upon matching instruction/interventions/enrichments to student needs, based upon data. Supported - Access Points: Supports all areas, including FAA Reading, Writing, & Math

G2.B1 Teachers have not been trained to/do not create plans based on analysis and interpretation of ongoing assessment data.

G2.B1.S1 Lesson plans and classroom instruction will routinely feature differentiated content, process, product or learning environment based on the specific needs of individual students within the class. (*ESE, ELL, 504, Gifted, and other demonstrated needs).

PD Opportunity 1

Will create thoughtful lesson plans that routinely feature differentiated strategies based upon the demonstrated needs of their students. Coaches will model and facilitate use of data when creating lesson plans based upon demonstrated student need.

Facilitator

Team facilitator and academic coaches

Participants

Teachers

Schedule

Weekly, from 8/18/2014 to 6/3/2015

G2.B1.S2 Professional Learning Communities will function as data teams for the purpose of analyzing and interpreting data to plan for instruction, Tier I interventions (FCIM) and enrichment.

PD Opportunity 1

Will meet to analyze and interpret data and plans for instruction. This will include but not be limited to: analyzing performance tasks, determining depth of knowledge of tasks and assignments, and scoring student work as a team.

Facilitator

Academic Coaches

Participants

All instructional - in grade level teams

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: If student work demonstrates a high level of rigor, i.e., cognitive complexity, deep understanding and knowledge, consistent with the demands of the new Florida Standards then student achievement will increase. Supported - Access Points: Supports all areas, including FAA Reading, Writing, & Math	291,620
Grand Total	291,620

Goal 1: If student work demonstrates a high level of rigor, i.e., cognitive complexity, deep understanding and knowledge, consistent with the demands of the new Florida Standards then student achievement will increase. Supported - Access Points: Supports all areas, including FAA Reading, Writing, & Math

Description	Source	Total
B1.S1.A1 - After-School Program	Title I Part A School	15,000
B1.S1.A2 - Kagan training for teachers new to Collier County.	Improvement Funds	600
B1.S1.A2 - Subscription to BrainPop Jr.	School Improvement Funds	1,500
B1.S1.A2 - Raz-Kids	School Improvement Funds	600
B1.S1.A2 - Growth Plan support for teachers - i.e. response boards, reusable sleeves for math, management sticks	School Improvement Funds	1,500
B1.S1.A2 - Flocabulary	School Improvement Funds	1,200
B1.S1.A2 - Reading Incentives	School Improvement Funds	1,000
B1.S1.A2 - Wonder Wednesday Materials - enrichment across content areas with a STEM focus	School Improvement Funds	2,000
B1.S1.A2 - Additional Staff Members - Two coaches, 0.75 Academic Resource Instructor, and Academic Coach - Salaries and Benefits	Title I Part A	236,138
B1.S1.A2 - Academic Tutor to work specifically with identified migrant students.	Title I Part C (Migrant)	12,784
B1.S1.A2 - Misc. Supplies	Title I Part A	12,462
B1.S1.A2 - Misc. Supplies	Title I Part C (Migrant)	1,836
B1.S1.A2 - Transportation for After-School Program	Title I Part A	5,000

Goal 1: If student work demonstrates a high level of rigor, i.e., cognitive complexity, deep understanding and knowledge, consistent with the demands of the new Florida Standards then student achievement will increase. Supported - Access Points: Supports all areas, including FAA Reading, Writing, & Math

Description	Source	Total
Total Goal 1		291,620