

Naples Park Elementary School

685 111TH AVE N, Naples, FL 34108

[no web address on file]

School Demographics

School Type
Elementary

Title I
No

Free/Reduced Price Lunch
65%

Alternative/ESE Center
No

Charter School
No

Minority
50%

School Grades History

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

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

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

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Naples Park Elementary is dedicated to providing the highest quality education through a supportive environment where children are challenged to achieve their highest potential.

Provide the school's vision statement

Work collaboratively to ensure success for all.

School Environment

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

Data is shared with the entire staff regarding school cultural make-up. A tour is offered to all new teachers in order to physically see migrant camp and various neighborhoods. Teachers meet new students and families at meet and greet before school begins. During student and parent conferences, teachers are able to connect with families and offer support if needed. Teachers work with ELL support in order to offer language support of our students needing English Language Learning. Advertising and recruiting for PTO/SAC Membership, encouraging family attendance at McDonald's Nights, Curriculum Nights and other school events helps the school learn about students' cultures and builds relationships.

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

The 3 R's (Respect, Responsible, and Resourcefulness) is practiced throughout the school and is a common language that is spoken. Students are taught through classroom lessons how to solve problems and are given examples and non-examples of appropriate behavior. Students are encouraged to use skills in all areas of school and feel safe and comfortable speaking to any staff member on campus if a problem arises. Administration is easily accessed for students to discuss any concerns if help is needed. Celebrations are planned in order to recognize students who are respectful, responsible and resourceful as well as celebrate success for teachers. The NPE News recognizes students who display positive behavior. To maintain safety on campus, our Youth Relations Deputy is visible and assists with arrival and dismissal. He also teaches the Junior Deputy and DARE program. We have safety patrols that also assist with arrival and dismissal. In the mornings, students report directly to their grade level holding areas and are picked up and welcomed by the teacher who establishes a positive start to the day. Our guidance counselor and leadership team work with students to set personal goals both academic and behavior, track the progress, and then celebrate progress.

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

Behavior expectations are posted throughout the campus at Naples Park. Our school guidance counselor visits all classrooms and teaches students the 3 R's (Respect, Responsibility, and Resourcefulness). The 3 R's is integrated into classroom lessons and continuously taught in all areas

of the building. All instructional and non-instructional staff members are trained to use positive intervention at all times. Guidance referrals are used to help students learn problem solving and social skills if needed. If taught skills are not learned, the counselor refers students to administration. The utilization of our Positive Behavior Support System helps establish clear behavior expectations for the students which are reviewed daily and enforced by all faculty and staff members by utilizing a common language. Students can earn positive reinforcement as a whole class and as individuals. Many classroom teachers also do a variety of classroom incentives which allows students to track their behavior by earning points for working with others, displaying expectations, showing character traits, etc. If disciplinary action is required, teachers input Infractions and referrals into Student Pass to document negative behaviors and/or bring students to the attention of the Administrators. Student Pass can also be used to award Positive Referrals for exceptional behavior towards PBS expectations. Our school has a PBS team that is compiled of teachers, non-instructional support and leadership support. We have a PBS coach, team leader, time keeper, and representatives from each grade level team, including related arts to support this school initiative. They meet monthly during vertical articulation and utilize student pass attendance data as well as referral data to make decisions about our school-wide PBS system. Staff and parents surveys also go out to help determine the effectiveness of our PBS system and to help make decisions based on the results.

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

All students at Naples Park receive classroom guidance lessons on friendship, problem solving, and other needs of the classroom. The MTSS leadership team meets to discuss children who need additional support. Children are recommended at this time for small group or individual counseling. Counseling services may include, but are not restricted to, targeted individual counseling, small group counseling, classroom presentations to support academic success, social skills, stress and anger management. The counselor plans, implements and delivers district adopted school counseling curriculum to assure all students' social-emotional needs are being met.

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

Early warning indicators include Level 1 performance on ELA or math, absences, and suspensions. These are collected and monitored through Data Warehouse and Student Pass.

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
	1	2	3	4	5	
Attendance below 90 percent	6	6	3	3	3	21
One or more suspensions	1	0	0	1	1	3
Course failure in ELA or Math	0	0	0	0	0	
Level 1 on statewide assessment	0	0	4	21	16	41

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

Indicator	Grade Level			Total
	3	4	5	
Students exhibiting two or more indicators	5	11	7	23

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

There are a variety of research proved strategies to improve academic performance of at-risk students. The leadership team works with students that have two or more indicators. Mentoring and data chats happen regularly with these students. Attendance letters and meetings with parents, positive reinforcement of good attendance, and goal setting strategies are implemented. The school counselor monitors the attendance of students that indicate having the most absences. The school counselor recognizes those students that display improvement and administration meets with families if needed. Analyzing intervention programs and formative assessments and examining ways to motivate students and provide extra learning opportunities are also intervention strategies that are employed. This analysis and these strategies also take place during our MTSS process.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Parent surveys will be given out twice a year for feedback on school procedures and environment. Phone dialer blasts go out to families with all pertinent school information. Teachers work closely with families and communicate weekly with families about students' academic success. A bilingual monthly school event calendar goes out to families as well as put on our school website to help increase the number of parents attending school events. We will host a volunteer breakfast so that families can become aware of how they can help at our school and provide assistance with school events. We will have a Family Literacy Night that will focus on our ELA standards and ways to celebrate literacy across academic areas. We are implementing a new program this year called "Terrific Tuesday" which will reach out to families for assistance in helping to support their children at home. "Terrific Tuesday" will be held one evening a month and will provide necessary training to parents to learn effective use of technology and well as our district initiative, BYOD. We have opened our school up to numerous volunteers to work closely with our students for extra academic support. To improve parental participation Student Led Conferences will be held twice a year and student data binders will be shown so parents are continuously informed about their child's academic progress.

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

We have several business partnerships with stakeholders to ensure that we have support towards our overall school culture and student achievement. We work closely with Women of Charity who volunteers

hours weekly to support students and teachers in the classroom setting. The Women of Charity also provide Thanksgiving baskets to our families in need and help with school supplies and shoes for those students and families as well. We work closely with St. Ann's church who provides weekly food baskets to families of need. Wal-Mart partners with Naples Park and provides supplies necessary to help the start of the school year. Our guidance counselor continuously talks with business partners to receive incentives to celebrate teacher and student success. Our assistant principal works closely with school volunteers to build and sustain resources for the success of the school.

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
Brown, Tammy	Principal
Jonas, Stephanie	Assistant Principal
Cosgrove, Julie	Psychologist
Cosgrove, Steve	Other
Eber, Judy	Teacher, K-12
Kring, Robin	Teacher, ESE
O'Neill, Kathy	Instructional Media
Wales, Debra	Instructional Coach
Frizzi, Julie	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 leadership and verbalizes support of the MTSS process; ensures that professional development and resources are available to staff to support MTSS implementation; allows for scheduling that supports team meetings, as well as, implementation of interventions; regularly attends meetings to support the process as well as identifies needs of the team; communicates with parents and community regarding the MTSS process.

Assistant Principal – Assists the principal in providing leadership and support of the MTSS process; regularly attends meetings to support the process and provides assistance/ resources to teams as needed; collaborates with the team to oversee the problem-solving process and ensure the integrity and consistency of implementation of the process; attends district MTSS meetings as needed.

Reading Coach – Regularly attends MTSS meetings; provides guidance for the implementation of the core reading program, administration of formative and summative assessments and assists with development/ implementation of Tier 1, 2 and 3 interventions as needed; assists with the collection and analysis of reading data; provides professional development and instructional support.

School Guidance Counselor – Attends MTSS meetings; provides guidance and resources for the development of social, emotional and behavioral interventions; ensures implementation of social, emotional and behavioral interventions; assists with the collection and analysis of social, emotional and behavioral assessment data; assists parents with referrals and contact information for community agencies as needed.

School Psychologist – Regularly attends MTSS meetings, provides guidance in the interpretation and

analysis of data; assists with the development and implementation of interventions; administers assessments as needed.

Intervention Support Specialist – Identifies systematic patterns of student need while working with personnel to identify appropriate, evidence-based intervention strategies; assists in providing early services for children to be considered “at risk”; 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.

Speech/ Language Pathologist – Attends MTSS meetings when students with speech/ language concerns are involved; provides guidance in the identification of speech/ language needs; assists in the selection, administration and interpretation of screening measures; provides support for the development implementation of speech/ language interventions.

ELL Teacher – Attends MTSS meetings when ELL students are involved; provides guidance in the identification of the special needs of English Language Learners; assists with the administration and interpretation of ELL assessments; provides resources and support for the development and implementation of ELL interventions.

The MTSS Leadership Team will meet once every two weeks to monitor individual, grade-level and school-wide student progress. Universal screening and progress monitoring data will be analyzed. The effectiveness of the core instruction (Tier1), as well as Tier 2 (targeted/supported), and Tier 3 (Intensive), interventions will be monitored and the team will collaborate to evaluate effectiveness, problem-solve, and make instructional decisions. Administration also provides support at grade level team meetings. PLC meetings are held monthly. The leadership team assists in facilitation of further discussion regarding small groups of students, individual student progress based on analysis of data including student attendance, conferences with parents, teacher observations, state/district and curriculum based assessments.

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

Naples Park Elementary School (NPE) utilizes a problem-solving solution process that employs the following six steps:

1. Define the problem
2. Analyze the problems
3. Determine the appropriate intervention
4. Determine what data is needed
5. Create progress monitoring plan (PMP)
6. Review the intervention

The following individuals are instrumental in our MTSS Team:

Principal, Assistant Principal, Reading Coach, School Guidance Counselor, School Psychologist, Speech Language Pathologist, ELL Contact Teacher, Intervention Support Specialist, and individual classroom teachers.

Depending on the assessment, the effectiveness of core instruction is evaluated by reviewing student performance data from state, district, benchmark, and curriculum based assessments on a quarterly or monthly basis. According to the results and needs of students, the MTSS Leadership teams work in collaboration with grade level teams to identify areas of need based on assessment performance.

To strengthen core instruction, grade level teams have common planning and plan together collaboratively and share best practices with one another. Time on early release days are used to focus on core instruction and professional development. During the 2014-15 school year, professional development will be provided in the following areas related to the delivery of Florida Standards:

Content Area Literacy, Writer's Workshop, Math Instructional Strategies, and Differentiated Instruction (DI).

The delivery of instruction in CORE/ Tier 1 is focused on grade level/subject area/behavior standards using effective large and small group instructional strategies. Differentiated instruction occurs to a degree that is appropriate for the size and diverse learning abilities of the group and the instructional skills of the teacher. The number of minutes per day of Tier 1 instruction is based on district standards for what all students are expected to be exposed to for a particular content/subject area and is often determined by state guidelines or regulations. For instance, ninety minutes per day is the typical number of minutes that students in elementary grades receive instruction in literacy. Sixty minutes per day is the typical number of minutes of exposure to mathematics. The impact of Tier 1 instruction should result in approximately 80% of the students achieving grade-level expectations (e.g., proficiency) or making significant growth.

Resource Allocation:

Resources are allocated based on state class size mandates, and district staffing formulas designated for support. Federal support comes through the allocation of fiscal resources from IDEA. State support, as well as, training provided by FLDOE and USF to support the district and school MTSS implementation plans. Local and IDEA support is providing a district MTSS/PBS coordinator who will meet with building level MTSS teams and coordinators to ensure strong implementation of MTSS through the use of the Data Warehouse.

Small Group and Individual Student Needs:

This is addressed within Core instruction, to the maximum extent appropriate. If a student has a PMP and demonstrates a need for targeted instruction (Tier 2), this instruction is delivered in a small group to meet individual needs of students. The delivery of Tier 2 instruction is focused on skills that pose a barrier to the acceleration of student learning. Student-centered data (benchmark, progress monitoring, and group diagnostic) is used to identify groups of students who share the same academic and/or behavior interventions to accelerate the development of those skills. The evidence-based instruction is provided to students typically in a group format. The determination of “who” provides the instruction and “where” the instruction is provided is based on the problem solving solution process and the needs of the student. HOW much time is needed each day to accelerate the skill development, WHAT instruction/intervention will be provided during that time, WHO will provide the instruction/intervention and WHERE the instruction will occur. Tier 2 targeted/supplemental instruction in many cases is provided by the general education classroom teacher, in the general education classroom by a supplemental instruction teacher or outside of the general education classroom.

Intensive intervention (Tier 3) instruction is characterized by the greatest number of minutes of instruction available in a building and the narrowest focus of that instruction. Typically, the instruction is provided to individual students or in very small groups. The same four questions are used to guide the development of the instruction (HOW MUCH, WHAT, WHO, WHERE). Instruction/intervention is developed using the four-step data-based problem-solving process applied to individual students (compared to problem-solving instruction for SKILLS in Tier 2). Data collected to inform Tier 3 instruction typically is individual student diagnostic data (academic and/or behavior). Student-centered data (benchmark, progress monitoring and group diagnostic) are used to identify groups of students who share the same academic and/or behavior interventions to accelerate the development of those skills. The evidence-based instruction is provided to students typically in a small group or one-to-one format. The total number of minutes per day of Tier 3 instruction is in addition to those provided in Tiers 1 and 2. Tier 3 is the most powerful instruction and is characterized by:

1. More instructional time
2. Smaller instructional groups (or individuals)
3. More precisely targeted at the appropriate level
4. Clearer and more detailed explanations are used during instruction
5. More systematic instructional sequences are used
6. More extensive opportunities for practice are provided
7. More opportunities for error correction and feedback are provided.

School grade level teams meet and review data from state, district and curriculum based

assessments to identify students who are working below standard, meeting standards, and those working above standard. The grade level teams in collaboration with the MTSS leadership team identify students in need of intervention in reading, math, writing, language, and PBS. Based on analysis of performance data, (FAIR, district benchmark tests, curriculum based assessments) classroom teachers write progress monitoring plans in the areas applicable for students. NPE has an established system of teacher supports, that include teams working together to plan in order to meet student needs, reading coach support, PBS support, school guidance counselor support, and support from intervention support specialist. Support is also provided from the District level Coordinators: MTSS/PBS, Math, Reading, and Science to strengthen core instruction and increase rigor in instruction.

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.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
David Thompson	Parent
Ive Miro	Education Support Employee
Melissa White	Teacher
Juri Nakatani	Parent
Diana Dueri	Parent
Jane Lakatos	Business/Community
Claudia Quintero	Parent
Summer Garcia-Wheeless	Parent
Tammy Brown	Principal

Duties

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

Evaluation of last year's school improvement plan

During the first SAC meeting, the principal and assistant principal will share the assessment data from the previous school year. The group will then review the previous year's school improvement

plan to discuss which initiatives were successful and what areas need to be targeted for this year's plan and instructional focus.

Development of this school improvement plan

The SAC members review the proposed goals, initiatives and suggested activities. Through discussion and review, the SAC is afforded an opportunity to offer suggestions and ideas for inclusion and revision to the proposed School Improvement Plan. Once the plan is completed, it is brought back to the SAC for another review and discussion of the draft plan. The SAC votes on the School Improvement Plan.

Preparation of the school's annual budget and plan

At the first SAC meeting the committee will review the current budget and discuss plans for expenditures based on needs of the school and as determined by the school improvement plan. SAC meets monthly to discuss and review expenditures.

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

Writing Activities, small writing books, writing materials and supplies \$1,200.00. This was used for students to publish their own books.

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
Brown, Tammy	Principal
Jonas, Stephanie	Assistant Principal
Wales, Debra	Instructional Coach
Kring, Robin	Teacher, ESE
O'Neill, Kathy	Instructional Media
Frizzi, Julie	Guidance Counselor
Eber, Judy	Teacher, K-12
Cosgrove, Steve	Other
Cosgrove, Julie	Psychologist

Duties

Describe how the LLT promotes literacy within the school

The LLT promotes literacy by providing support on the new ELA standards. The LLT will meet monthly during the school year This team will discuss and plan the literacy initiatives for Naples Park Elementary school. The group will analyze school wide data for reading and language arts as well as individual student and aggregated classroom data. The LLT will review and discuss intensive reading

interventions and strategies by class and whole school. Enrichment strategies and extension activities will be suggested. Enhancing and strengthening Tier One instruction for the classroom by focusing on close reading, text dependent questioning and written response to text. The reading coach will scaffold implementation of analytical writing and the utilization of programs that provide reading incentives. In order to strengthen our on-grade level instruction, we will be providing a "push in" model of assistance. The LLT will provide close monitoring of student progress through the implementation of the LLI program. The Literacy Leadership Team supports implementation of the District's K-12 Reading Plan.

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

Teachers are encouraged to work together collaboratively to plan and discuss student achievement during common planning times. Administration provides support at these planning meetings and provides examples of how collaboratively planning looks and should be implemented. Positive team and staff norms are given so that everyone involved can begin with the end in mind. Working collaboratively and utilizing everyone's strengths strengthens the teams and helps teachers appreciate the positive working relationships for the common goal of student achievement. Through the MTSS process there is capacity built among the teachers to collaborate and drive their instruction based on what is best for their students. Administration works diligently to create instructional teams that will work together and demonstrate expertise in a specific age group/content area. Team Leaders are set in place that will help to facilitate growth as a team. Teams are allocated a common planning time daily and academic coaches and leadership team members work with teams to discuss instructional strategies and best classroom practices.

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

Each year our staff attends the School District of Collier County's Recruitment Fair. Individuals interviewed and hired are considered highly qualified by the Human Resources department of CCPS. Individuals who are certified as "in field" are hired for Naples Park Elementary School. Our teachers are observed and evaluated through the use of the Marzano program for Effective Teachers. We retain our new teachers through implementation of the peer mentoring program. An experienced teacher is paired with a new teacher, at the same grade level, to meet together weekly to review, discuss and assist them with implementing effective teaching strategies. We have monthly new teachers support meetings which enable new teachers to ask questions, share ideas, and learn new strategies. We regularly schedule professional learning to enable teachers to be successful in improving student achievement and regularly schedule grade level PLC meetings during collaborative session with academic coaches to support teachers in the areas of MTSS data analysis and instructional strategies. We celebrate success and continue to build a supportive and collaborative culture that recognizes faculty efforts both formally and informally.

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

Peer mentors are assigned to new teachers by grade level. The mentor teacher has completed the Clinical Education training and each year reviews the procedures with an on-line refresher course. This is an experienced teacher with three or more years of classroom teaching experience. These staff members meet weekly to discuss effective teaching strategies, lesson plans, daily operations of the school, parent communications, grading and any other issues that are pertinent to the new teacher to achieve success in the classroom. A quarterly survey is completed on Angel to help provide feedback for

new teachers. A new teacher observation schedule is implemented so that new teachers are covered and can go and observe veteran teachers to learn best practice teaching strategies and modeled teaching.

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

Teachers are provided with appropriate training towards core instructional programs to ensure that our strategies, programs, and materials are aligned to the Florida standards. Teachers are given appropriate materials to help guide them to the shift of the Florida standards. Professional development and professional learning communities are utilized to provide support in the alignment of Florida Standards. Modeled teaching with a variety of strategies are taught to teachers to reinforce strategies that can be utilized in the classroom.

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

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

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

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

Instructional Strategies

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

Progress Monitoring is done continuously on all students. Students all have data binders where they keep track of their progress and can monitor their own achievement. Student score trackers are implemented and utilized to provide data based on quarterly benchmarks and standards. Teachers differentiate instruction through all core content areas and focus on meeting the learning needs of all diverse learners. Differentiated lesson plans are provided to administration to ensure the needs are met for all learners. Common, district, and summative assessments are just a few of the data points that are utilized to provide appropriate instruction for all students to assist in attaining proficiency on state assessments. Administration meets with grade-level teams to analyze progress monitoring data and quarterly benchmark assessment data and discuss adjustments to instructional strategies and small groups. Based on the data analysis, decisions are made about utilization of resource teachers and push-in support to best meet the needs of students achieving at various levels. Our ESE teachers are responsible to make differentiated lesson plans for their groups of students and are pushed into the classroom to meet the needs of students with disabilities.

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:

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

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

Naples Park implements 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. 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 a booklet (available in multiple languages) is provided to all parents. This booklet is designed to help parents look at their child's physical, social, emotional, and cognitive development. It provides checklists and tips to help guide them as they work and play with their child. The checklists contain items that are important to the child's success in kindergarten and are specifically designed for four-year-olds. It also contains school enrollment information and suggestions for the first day of school.

Before school begins in mid-August, the schools hold an Open House for all students and parents to

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

College and Career Readiness

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

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

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

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If student work demonstrates a level of rigor, cognitive complexity, deep understanding and knowledge, consistent with the demands of Florida State Standards, then student achievement will increase in all content areas.

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 level of rigor, cognitive complexity, deep understanding and knowledge, consistent with the demands of Florida State Standards, then student achievement will increase in all content areas. **1a**

 G037986

Targets Supported **1b**

Indicator	Annual Target
Math Lowest 25% Gains	52.0
FSA - English Language Arts - Proficiency Rate	79.0
ELA/Reading Gains	75.0

Resources Available to Support the Goal **2**

- Data Warehouse
- PDAP Trainers
- Math Resource Teacher
- School Based Administration
- Common Planning time
- District support
- INSS
- Migrant Resource Teacher

Targeted Barriers to Achieving the Goal **3**

- Instruction is not routinely driven by data and does not always address individual student needs.
- Students do not have sufficient practice in the use of informational text across all content areas to teach reading and writing skills, strategies, comprehension and vocabulary.
- Students do not have sufficient opportunities to engage in rigorous talk, explaining and reasoning aligned with the standards.
- Students frequently tardy or absent miss academic work and skills needed for student achievement.
- Due to the challenging life style our migrant students face, they lack a deep understanding of critical content.

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

Lesson Plan review by teams, Meeting Minutes in Data Warehouse, Conference summary notes, creation of student and teacher data binders.

Person Responsible

Stephanie Jonas

Schedule

Quarterly, from 10/27/2014 to 5/25/2015

Evidence of Completion

Lesson plans entered into the NPE shared drive.

Plan to Monitor Progress Toward G1. 8

CTEM process

Person Responsible

Stephanie Jonas

Schedule

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

Evidence of Completion

CTEM observations with focused feedback and review of student and teacher data binders.

Plan to Monitor Progress Toward G1. 8

Teachers will conduct peer instructional rounds with a focus on student engagement towards rigorous student accountable talk.

Person Responsible

Tammy Brown

Schedule

Semiannually, from 9/1/2014 to 5/25/2015

Evidence of Completion

Instructional round "look fors" that concentrate on student talk versus teacher talk.

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 level of rigor, cognitive complexity, deep understanding and knowledge, consistent with the demands of Florida State Standards, then student achievement will increase in all content areas. **1**

 G037986

G1.B1 Instruction is not routinely driven by data and does not always address individual student needs. **2**

 B091341

G1.B1.S1 If teams meet collaboratively to examine, interpret and analyze data, then teams can plan and assist with instructional decisions based on the outcome of common assessments. **4**

 S102228

Strategy Rationale

Creating and utilizing continuous progress monitoring will assist with differentiated instruction that meets the needs of the students.

Action Step 1 **5**

Teams will collaboratively plan for instruction weekly and effectively differentiate instruction. Administration will join team planning to provide guidance on how to plan collaboratively.

Person Responsible

Stephanie Jonas

Schedule

Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Minutes of meetings entered into Data Warehouse will be reviewed with feedback and support given.

Action Step 2 5

Teachers will analyze and interpret on-going assessment data and plan for instruction.

Person Responsible

Tammy Brown

Schedule

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

Evidence of Completion

Collaborative team meetings with data from data warehouse

Action Step 3 5

Students and teachers will create and utilize student and teacher data binders

Person Responsible

Tammy Brown

Schedule

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

Evidence of Completion

Student and teacher data binders

Action Step 4 5

Lesson plans will be reviewed for fidelity of the Florida Standards.

Person Responsible

Stephanie Jonas

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Teachers will submit lesson plans weekly on the NPE share drive for review. CTEM Domain 2

Action Step 5 5

There will be professional development provided on data analysis in which teachers can review student work for complexity.

Person Responsible

Stephanie Jonas

Schedule

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

Evidence of Completion

Professional Development minutes in Data Warehouse MIP Points

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

Staff will collaboratively plan and design lessons based on interpreting and analyzing specific student data.

Review lesson plans monthly with feedback and support provided.

Person Responsible

Tammy Brown

Schedule

Every 6 Weeks, from 10/13/2014 to 5/25/2015

Evidence of Completion

Committee and team meeting minutes in Data Warehouse, Monthly lesson plan review with specific feedback and support provided as needed.

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

Classroom observations to ensure a high level of rigor, cognitive complexity, deep understanding and knowledge is occurring in classroom instruction.

Person Responsible

Tammy Brown

Schedule

Weekly, from 9/2/2014 to 6/4/2015

Evidence of Completion

CTEM DQ4: Helping students generate and test hypotheses

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

School Based Administrators will review lesson plans and formative assessments by grade level with specific feedback and support provided.
CTEM process implemented.

Person Responsible

Tammy Brown

Schedule

Monthly, from 9/8/2014 to 5/25/2015

Evidence of Completion

Team lesson plans will be entered into the NPE shared drive. Written comments, suggestions, feedback with support provided. CTEM observations with focused feedback.

G1.B2 Students do not have sufficient practice in the use of informational text across all content areas to teach reading and writing skills, strategies, comprehension and vocabulary. 2

 B106374

G1.B2.S1 If students increase informational writing and reading across all content areas, then a deep understanding of knowledge will increase student achievement. 4

 S117665

Strategy Rationale

More exposure to writing and reading will improve student understanding of content areas.

Action Step 1 5

A master schedule will be provided to ensure the required amount of reading and writing blocks are implemented.

Person Responsible

Stephanie Jonas

Schedule

Semiannually, from 9/1/2014 to 1/5/2015

Evidence of Completion

Copy of master schedules

Action Step 2 5

Administration will monitor lesson plans and classroom agendas to ensure fidelity of reading and writing blocks. Science notebooks and picture perfect lessons will also be monitored.

Person Responsible

Stephanie Jonas

Schedule

Weekly, from 9/8/2014 to 5/25/2015

Evidence of Completion

Lesson posted on the NPE share drive and visible in the classroom.

Action Step 3 5

Teachers will utilize and implement Number Talks to give students opportunities to engage in rigorous talk.

Person Responsible

Tammy Brown

Schedule

Monthly, from 8/25/2014 to 5/25/2015

Evidence of Completion

Monthly district math support. Lesson plans posted. CTEM observations.

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

During classroom observations administration will ensure that teachers are following their lesson plans in the allotted time frame.

Person Responsible

Tammy Brown

Schedule

Daily, from 9/1/2014 to 5/25/2015

Evidence of Completion

Informal feedback and CTEM evaluations

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

Leadership and teams will analyze and discuss formative assessments, student data binders and have data chats.

Person Responsible

Tammy Brown

Schedule

Monthly, from 9/8/2014 to 5/25/2015

Evidence of Completion

PLC notes in data warehouse, formative assessment data, and ongoing student data binders.

G1.B3 Students do not have sufficient opportunities to engage in rigorous talk, explaining and reasoning aligned with the standards. 2

 B106375

G1.B3.S1 If students, through collaborative structure, have the opportunity to engage in increase rigorous talk, explaining and reasoning aligned with the standards, then student achievement will increase. 4

 S119155

Strategy Rationale

Students need opportunities to engage in rigorous talk to process new information and elaborate on their knowledge.

Action Step 1 5

Kagan strategies and team building strategies will be intergrated during professional development.

Person Responsible

Stephanie Jonas

Schedule

Monthly, from 9/8/2014 to 5/25/2015

Evidence of Completion

Sign-in sheets and exit slips

Action Step 2 5

There will be an integration of accountable talk into lesson plans.

Person Responsible

Tammy Brown

Schedule

Weekly, from 9/1/2014 to 5/25/2015

Evidence of Completion

Lesson plans inputted on the NPE share drive and professional development on how to integrate accountable talk into lesson plans.

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

The leadership team will conduct classroom walk-throughs and observations to ensure fidelity of accountable talk.

Person Responsible

Tammy Brown

Schedule

Daily, from 9/1/2014 to 5/25/2015

Evidence of Completion

Informal feedback and CTEM feedback

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

The leadership team and grade level teams will monitor and analyze formative assessments and student engagement.

Person Responsible

Tammy Brown

Schedule

Monthly, from 9/1/2014 to 5/25/2015

Evidence of Completion

PLC notes in data warehouse and formative data in data warehouse.

G1.B4 Students frequently tardy or absent miss academic work and skills needed for student achievement.

2

 B106376

G1.B4.S1 If students are not missing school and are on time, then there will be a gain in student achievement due to not missing rigorous instruction or demands of the Florida State Standards.

4

 S120692

Strategy Rationale

Students that are absent regularly and/or are tardy lose out on instructional time.

Action Step 1 5

The assistant Principal will monitor student attendance and give out appropriate 5 day and 10 day notification to families.

Person Responsible

Stephanie Jonas

Schedule

Monthly, from 9/1/2014 to 5/25/2015

Evidence of Completion

Notification letters to families and TERMS reports of student absences.

Action Step 2 5

Guidance Counselor will work with students who are frequently absent and set PBS goals with them to improve attendance.

Person Responsible

Julie Frizzi

Schedule

Monthly, from 9/1/2014 to 5/25/2015

Evidence of Completion

Positive Referrals on Student Pass

Action Step 3 5

Leadership Team will work with families to have discussions about the importance of being at school every day.

Person Responsible

Julie Cosgrove

Schedule

Quarterly, from 9/1/2014 to 5/25/2015

Evidence of Completion

Parent conferences inputted on Data Warehouse

Action Step 4 5

Professional development opportunities will be provided to teachers to teach PBS and motivational strategies.

Person Responsible

Tammy Brown

Schedule

Quarterly, from 9/1/2014 to 5/25/2015

Evidence of Completion

PBS classroom incentive charts and graphs, PD exit slips, and positive referrals on student pass.

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

Administration will review attendance reports and conference inputted on data warehouse. Administration will also ensure that students and families are informed and goals are set.

Person Responsible

Tammy Brown

Schedule

Quarterly, from 9/8/2014 to 5/25/2015

Evidence of Completion

Date warehouse conference and attendance sheet comparisons.

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

Administration will check attendance reports to see improvement in student attendance after PBS implementation to monitor effectiveness.

Person Responsible

Stephanie Jonas

Schedule

Quarterly, from 9/8/2014 to 5/25/2015

Evidence of Completion

Attendance sheets

G1.B5 Due to the challenging life style our migrant students face, they lack a deep understanding of critical content. 2

 B127944

G1.B5.S1 If migrant students get extra support consistent with the Florida Standards, then they will demonstrate a level of rigor, cognitive complexity, and deep understanding of critical content. 4

 S140078

Strategy Rationale

Utilizing our .4 migrant teacher will help in supporting our migrant students.

Action Step 1 5

Our migrant teacher will work with migrant students to support their individual needs.

Person Responsible

Judy Eber

Schedule

Weekly, from 8/25/2014 to 5/25/2015

Evidence of Completion

Student and teacher data binders, lesson plan review, and CTEM observations with focused feedback.

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Classroom walk-throughs will be conducted to ensure fidelity of the standards and the leadership team along with the classroom teachers will analyze and discuss formative assessments.

Person Responsible

Judy Eber

Schedule

Monthly, from 8/25/2014 to 5/25/2015

Evidence of Completion

Formative assessment data and ongoing student data binders.

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

The leadership team will monitor migrant students to see improvement and effectiveness of the understanding of Florida Standards.

Person Responsible

Judy Eber

Schedule

Monthly, from 8/25/2014 to 5/25/2015

Evidence of Completion

Lesson Plans, formative assessments, CTEM observations will all be evidence towards this action step.

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	Teams will collaboratively plan for instruction weekly and effectively differentiate instruction. Administration will join team planning to provide guidance on how to plan collaboratively.	Jonas, Stephanie	9/8/2014	Minutes of meetings entered into Data Warehouse will be reviewed with feedback and support given.	5/29/2015 monthly
G1.B2.S1.A1	A master schedule will be provided to ensure the required amount of reading and writing blocks are implemented.	Jonas, Stephanie	9/1/2014	Copy of master schedules	1/5/2015 semiannually
G1.B3.S1.A1	Kagan strategies and team building strategies will be intergrated during professional development.	Jonas, Stephanie	9/8/2014	Sign-in sheets and exit slips	5/25/2015 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B4.S1.A1	The assistant Principal will monitor student attendance and give out appropriate 5 day and 10 day notification to families.	Jonas, Stephanie	9/1/2014	Notification letters to families and TERMS reports of student absences.	5/25/2015 monthly
G1.B5.S1.A1	Our migrant teacher will work with migrant students to support their individual needs.	Eber, Judy	8/25/2014	Student and teacher data binders, lesson plan review, and CTEM observations with focused feedback.	5/25/2015 weekly
G1.B1.S1.A2	Teachers will analyze and interpret on-going assessment data and plan for instruction.	Brown, Tammy	9/9/2014	Collaborative team meetings with data from data warehouse	5/29/2015 monthly
G1.B2.S1.A2	Administration will monitor lesson plans and classroom agendas to ensure fidelity of reading and writing blocks. Science notebooks and picture perfect lessons will also be monitored.	Jonas, Stephanie	9/8/2014	Lesson posted on the NPE share drive and visible in the classroom.	5/25/2015 weekly
G1.B3.S1.A2	There will be an integration of accountable talk into lesson plans.	Brown, Tammy	9/1/2014	Lesson plans inputted on the NPE share drive and professional development on how to integrate accountable talk into lesson plans.	5/25/2015 weekly
G1.B4.S1.A2	Guidance Counselor will work with students who are frequently absent and set PBS goals with them to improve attendance.	Frizzi, Julie	9/1/2014	Positive Referrals on Student Pass	5/25/2015 monthly
G1.B1.S1.A3	Students and teachers will create and utilize student and teacher data binders	Brown, Tammy	9/9/2014	Student and teacher data binders	5/29/2015 monthly
G1.B4.S1.A3	Leadership Team will work with families to have discussions about the importance of being at school every day.	Cosgrove, Julie	9/1/2014	Parent conferences inputted on Data Warehouse	5/25/2015 quarterly
G1.B2.S1.A3	Teachers will utilize and implement Number Talks to give students opportunities to engage in rigorous talk.	Brown, Tammy	8/25/2014	Monthly district math support. Lesson plans posted. CTEM observations.	5/25/2015 monthly
G1.B1.S1.A4	Lesson plans will be reviewed for fidelity of the Florida Standards.	Jonas, Stephanie	9/1/2014	Teachers will submit lesson plans weekly on the NPE share drive for review. CTEM Domain 2	5/29/2015 weekly
G1.B4.S1.A4	Professional development opportunities will be provided to teachers to teach PBS and motivational strategies.	Brown, Tammy	9/1/2014	PBS classroom incentive charts and graphs, PD exit slips, and positive referrals on student pass.	5/25/2015 quarterly
G1.B1.S1.A5	There will be professional development provided on data analysis in which teachers can review student work for complexity.	Jonas, Stephanie	9/9/2014	Professional Development minutes in Data Warehouse MIP Points	5/29/2015 monthly
G1.MA1	Lesson Plan review by teams, Meeting Minutes in Data Warehouse, Conference summary notes, creation of student and teacher data binders.	Jonas, Stephanie	10/27/2014	Lesson plans entered into the NPE shared drive.	5/25/2015 quarterly
G1.MA2	CTEM process	Jonas, Stephanie	9/2/2014	CTEM observations with focused feedback and review of student and teacher data binders.	5/29/2015 weekly
G1.MA3	Teachers will conduct peer instructional rounds with a focus on student engagement towards rigorous student accountable talk.	Brown, Tammy	9/1/2014	Instructional round "look fors" that concentrate on student talk versus teacher talk.	5/25/2015 semiannually
G1.B1.S1.MA1	School Based Administrators will review lesson plans and formative assessments by grade level with specific feedback and support provided. CTEM process implemented.	Brown, Tammy	9/8/2014	Team lesson plans will be entered into the NPE shared drive. Written comments, suggestions, feedback with support provided. CTEM observations with focused feedback.	5/25/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA1	Staff will collaboratively plan and design lessons based on interpreting and analyzing specific student data. Review lesson plans monthly with feedback and support provided.	Brown, Tammy	10/13/2014	Committee and team meeting minutes in Data Warehouse. Monthly lesson plan review with specific feedback and support provided as needed.	5/25/2015 every-6-weeks
G1.B1.S1.MA3	Classroom observations to ensure a high level of rigor, cognitive complexity, deep understanding and knowledge is occurring in classroom instruction.	Brown, Tammy	9/2/2014	CTEM DQ4: Helping students generate and test hypotheses	6/4/2015 weekly
G1.B2.S1.MA1	Leadership and teams will analyze and discuss formative assessments, student data binders and have data chats.	Brown, Tammy	9/8/2014	PLC notes in data warehouse, formative assessment data, and ongoing student data binders.	5/25/2015 monthly
G1.B2.S1.MA1	During classroom observations administration will ensure that teachers are following their lesson plans in the allotted time frame.	Brown, Tammy	9/1/2014	Informal feedback and CTEM evaluations	5/25/2015 daily
G1.B3.S1.MA1	The leadership team and grade level teams will monitor and analyze formative assessments and student engagement.	Brown, Tammy	9/1/2014	PLC notes in data warehouse and formative data in data warehouse.	5/25/2015 monthly
G1.B3.S1.MA1	The leadership team will conduct classroom walk-throughs and observations to ensure fidelity of accountable talk.	Brown, Tammy	9/1/2014	Informal feedback and CTEM feedback	5/25/2015 daily
G1.B4.S1.MA1	Administration will check attendance reports to see improvement in student attendance after PBS implementation to monitor effectiveness.	Jonas, Stephanie	9/8/2014	Attendance sheets	5/25/2015 quarterly
G1.B4.S1.MA1	Administration will review attendance reports and conference inputted on data warehouse. Administration will also ensure that students and families are informed and goals are set.	Brown, Tammy	9/8/2014	Date warehouse conference and attendance sheet comparisons.	5/25/2015 quarterly
G1.B5.S1.MA1	The leadership team will monitor migrant students to see improvement and effectiveness of the understanding of Florida Standards.	Eber, Judy	8/25/2014	Lesson Plans, formative assessments, CTEM observations will all be evidence towards this action step.	5/25/2015 monthly
G1.B5.S1.MA1	Classroom walk-throughs will be conducted to ensure fidelity of the standards and the leadership team along with the classroom teachers will analyze and discuss formative assessments.	Eber, Judy	8/25/2014	Formative assessment data and ongoing student data binders.	5/25/2015 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 level of rigor, cognitive complexity, deep understanding and knowledge, consistent with the demands of Florida State Standards, then student achievement will increase in all content areas.

G1.B1 Instruction is not routinely driven by data and does not always address individual student needs.

G1.B1.S1 If teams meet collaboratively to examine, interpret and analyze data, then teams can plan and assist with instructional decisions based on the outcome of common assessments.

PD Opportunity 1

Teams will collaboratively plan for instruction weekly and effectively differentiate instruction. Administration will join team planning to provide guidance on how to plan collaboratively.

Facilitator

Administration

Participants

All Instructional Staff

Schedule

Monthly, from 9/8/2014 to 5/29/2015

PD Opportunity 2

Teachers will analyze and interpret on-going assessment data and plan for instruction.

Facilitator

Leadership Team

Participants

All Instructional Staff

Schedule

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

PD Opportunity 3

Students and teachers will create and utilize student and teacher data binders

Facilitator

Administration

Participants

All Instructional Staff

Schedule

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

PD Opportunity 4

Lesson plans will be reviewed for fidelity of the Florida Standards.

Facilitator

Leadership Team

Participants

All Instructional Staff

Schedule

Weekly, from 9/1/2014 to 5/29/2015

PD Opportunity 5

There will be professional development provided on data analysis in which teachers can review student work for complexity.

Facilitator

PDAP and Leadership Team

Participants

All Instructional Staff

Schedule

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

G1.B3 Students do not have sufficient opportunities to engage in rigorous talk, explaining and reasoning aligned with the standards.

G1.B3.S1 If students, through collaborative structure, have the opportunity to engage in increase rigorous talk, explaining and reasoning aligned with the standards, then student achievement will increase.

PD Opportunity 1

Kagan strategies and team building strategies will be intergrated during professional development.

Facilitator

Leadership Team

Participants

All Instructional Staff

Schedule

Monthly, from 9/8/2014 to 5/25/2015

PD Opportunity 2

There will be an integration of accountable talk into lesson plans.

Facilitator

Leadership Team

Participants

All Instructional Staff

Schedule

Weekly, from 9/1/2014 to 5/25/2015

G1.B4 Students frequently tardy or absent miss academic work and skills needed for student achievement.

G1.B4.S1 If students are not missing school and are on time, then there will be a gain in student achievement due to not missing rigorous instruction or demands of the Florida State Standards.

PD Opportunity 1

Professional development opportunities will be provided to teachers to teach PBS and motivational strategies.

Facilitator

PBS Team

Participants

All Staff

Schedule

Quarterly, from 9/1/2014 to 5/25/2015

Budget Rollup

Summary

Description	Total
Goal 1: If student work demonstrates a level of rigor, cognitive complexity, deep understanding and knowledge, consistent with the demands of Florida State Standards, then student achievement will increase in all content areas.	21,918
Grand Total	21,918

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Description	Source	Total
B1.S1.A4 - Extra planning time for teachers to enable collaboration towards Florida Standards.	School Improvement Funds	2,000
B2.S1.A2 - ELA Materials	School Improvement Funds	1,200
B5.S1.A1 - Migrant Resource Teacher (.4)	Title I Part C (Migrant)	18,718
Total Goal 1		21,918