

San Carlos Park Elementary School



2014-15 School Improvement Plan

San Carlos Park Elementary School

17282 LEE RD, Fort Myers, FL 33967

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

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
76%

Alternative/ESE Center
No

Charter School
No

Minority
61%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

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

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

San Carlos Park Elementary's School Mission Statement is: "Our mission is to ensure excellence in a safe, creative, and nurturing environment. Through the "7 Habits" of The Leader in Me, we are cultivating a solid foundation of 21st Century skills and knowledge, inspiring all students to discover their talents and strengths."

Provide the school's vision statement

San Carlos Park Elementary's School Vision Statement is: "Actively engage students as lifelong learners and 21st Century world-class leaders."

School Environment

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

Teachers use the first two weeks of school to complete teaming building activities and getting to know each other. They use Kagan Strategies and Steven Covey's Seven Habits to help build classroom community. Parents are invited to the school for monthly arts performances and for Leader in Me events. Students create an autobiography for the Leadership Binder and shares with the class. The Parent Involvement Specialist provides support to the parents and helps them to build a relationship with the school. In addition, parent education classes are offered throughout the year.

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

All teachers have behavioral expectations and school and classroom procedures are explicitly taught. As a Leader in Me school all students are taught and encouraged to be leaders with their peers and throughout the school. Students practice safety drills throughout the school year. Safety Patrols and staff members are found throughout the school. Classroom mission statements are created by all students and agreed upon by all students. Classroom and school expectations are reviewed and practiced throughout the school year. In addition, we have male volunteers that make our Watch DOGS program. San Carlos Park also has fourteen security cameras and one point of entry to the school campus during school hours.

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

Students are taught behavior expectations throughout the school with examples and non-examples. Teachers are trained and provided lessons to teach these expectations. Teachers also complete training with Leader in Me and work with the students to know those principles and ensure they are followed throughout the day. San Carlos Park has a full-time Behavioral Specialist to work with small groups to model and practice appropriate behavioral expectations.

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

A School Counselor is available to students on a daily basis. She also is circulating with students at lunch and breakfast. The School Counselor also provides class and age specific lessons to all classrooms. Student leaders provide mentors for their peers and other students. Community and parent volunteers work with students to mentor them on a regular basis.

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/219303>.

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

San Carlos Park has a full-time Parent Involvement Specialist and she works to create and sustain partnerships within the community and through businesses. Through these partnerships we are able to provide students with materials and activities to assist with their student achievement. Furthermore, a strong relationship with the higher education institutions provide interns and volunteers to San Carlos Park Elementary. A very active PTO ensures that our community and local businesses have a significant role in our daily operations.

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
Saldivar, Aida	Principal
Forkey, Tammy	Assistant Principal
	Other
Braun, Jessica	Guidance Counselor
Morris, Holly	Instructional Coach
Pineda, Emma	Instructional Coach
Reid, Kathryn	Instructional Coach
Fisher, Tracy	Other

Duties

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

Principal:

- ? Allocate Resources/Funds
- ? Curriculum
- ? Faculty
- ? Leave Requests
- ? Parents
- ? Permission to Leave Campus
- ? PTO
- ? SAC
- ? Safety

Assistant Principal:

- ? A.P.P.L.E.S. Teachers
- ? Interns
- ? Buses
- ? Cumulative Folders
- ? Custodians
- ? Discipline
- ? Maintenance of Building
- ? Para Subs
- ? Pinnacle
- ? Report Cards
- ? Schedules
- ? Support Staff
- ? Textbooks

Curriculum Specialist:

- ? Leader in Me Co- Chair
- ? A+ Team Chair
- ? Curriculum/PLCs
- ? Data Collection/Support
- ? Discipline back-up
- ? Performance Matter Software
- ? SIP/SAC
- ? SIR/Professional Development
- ? Title 1 Contact

School Counselor:

- ? Leader in Me Co-Chair
- ? 504 Referrals
- ? Volunteers
- ? Community Services
- ? Equity Contact
- ? Gifted Assessment Chair
- ? MTSS Referrals
- ? Student Supplies
- ? Student Support Groups
- ? Test Coordinator
- ? Watch D.O.G.S.

Reading Coach K-2:

- ? Coaching K-2nd Teachers
- ? Compass Learning Software

- ? FLKRS
- ? Literacy District Contact
- ? Parent Education/Training
- ? Professional Development
- ? Reading Street
- ? Saxon Phonics Fidelity
- ? STAR Questions
- Reading Coach 3-5:
 - ? Coaching K-2nd Teachers
 - ? Compass Learning Software
- ? FLKRS
- ? Literacy District Contact
- ? Parent Education/Training
- ? Professional Development
- ? Reading Street
- ? Saxon Phonics Fidelity
- ? STAR Questions
- Writing Coach:
 - ? Coaching K-5 Teachers
 - ? Compass Learning Software
- ? FLKRS
- ? Literacy District Contact
- ? Parent Education/Training
- ? Professional Development
- ? Reading Street
- ? Saxon Phonics Fidelity
- ? STAR Questions
- Math Coach:
 - ? Coaching Teachers K-5
 - ? Fast Math Software
 - ? Go Math
 - ? Renaissance Math
- ? Math District Contact
- ? Math Lab- 3rd -5th
- ? Math Team
- ? Parent Education/ Training
- ? Professional Development

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

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

Title I, Part A

Title I, Title II and other programs coordinate through the SIP process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. All school improvement plans are reviewed at the

district level for appropriate use of funds and effective use of resources. This district level review prevents duplication of services and facilitates coordination between schools and departments. This collaboration ensures that all programs support schools.

Title I, Part C- Migrant

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

Title I, Part D

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

Title II, Part A

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

Title III

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

Title X- Homeless

Title X coordinates with Title I, Part A, to provide comparable services to homeless children who are not attending Title I schools. By providing ongoing collaboration between Title X and Title I, Part A, program staff, the same services for homeless students in Non-Title I schools are provided to homeless students in Title I schools. In addition to serving homeless students not enrolled in Title I schools, set-aside funds are used to provide services to homeless students who are attending Title I schools. Homeless students who attend Title I school-wide or targeted assistance schools may have unique challenges that are not addressed by the regular Title I program at these schools. These challenges may create barriers to full participation in Title I programs and defeat the overarching program goal of helping all students meet challenging state standards. For instance, students residing in shelters, motels, or other overcrowded conditions may not have a quiet place to study at the end of the day and may require extended after-school library time; tutoring and/or accessibility to tutoring as needed, school supplies, expedited evaluations, extended days/ learning opportunities, Saturday schools, summer academic camps, coordination of services with shelters or

other homeless service providers, or, a student who is dealing with the stress and anxiety associated with homelessness may not be able to focus on his or her studies and may benefit from school counseling services. Through Title I, Part A, or Title I, Part A, in conjunction with Title X, McKinney-Vento funding homeless students can take part in services that enable them to benefit more from a school's Title I program.

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

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

Nutrition Programs

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

Housing Programs

Head Start

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

Adult Education

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

Career and Technical Education

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

Job Training

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

Other

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

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Aida Saldivar	Principal
Maritza Adorno	Education Support Employee
Lisa Miller	Teacher
Christy Banta	Business/Community
Abby Datillo	Parent
Carina Rubiera-Roche	Parent
Shavon Lindsey	Parent
Christy Banta	Business/Community
Brooke Thomas	Teacher
April Milby	Business/Community
Innocent Joseph	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

The School Advisory Council (SAC) was presented the Data from last year's School Improvement Plan at the Sept. 18, 2014 meeting.

Development of this school improvement plan

The School Advisory Council (SAC) will be given a presentation on the School Improvement Plan (SIP) and will have the ability to recommend additions, deletions or changes, then vote on acceptance of the SIP during the SAC meeting in September 2013.

Preparation of the school's annual budget and plan

SAC provides input and suggestions towards the SAC allocated funds and votes for final approval of those funds.

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

Funds, if any, will be used to support the school-wide implementation of, "The Leader in Me" school-based initiative.

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
Saldivar, Aida	Principal
Forkey, Tammy	Assistant Principal
Fisher, Tracy	Other
Braun, Jessica	Guidance Counselor
Morris, Holly	Instructional Coach
Pineda, Emma	Instructional Coach
Reid, Kathryn	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

-Provide support for teachers for the implementation of the District Academic Plans and the reading series, Reading Street. Works with teachers to meet the needs of students in reaching curriculum standards. Coaches work with teachers to model and coach on analyzing data and best teaching practices.

-Provide support for Resource, Intensive Academics and Autism teachers using the intervention piece of the reading series, My Sidewalks. Four additional resource teachers are on staff to work with the lowest 33% of students in K-5. Yearly reading challenges are created to encourage a love of reading for pleasure for students.

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

Grade level teams have cooperative planning time each day during school hours and after school, once per week. In addition, staff serves on committees to collaborate and plan for instruction. Our social committee plans functions after hours to promote camaraderie.

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

Assistant Principal: Conducts monthly meetings with new teachers (APPLES); New teachers are partnered with veteran staff, and allows for teachers to observe peers by providing substitute teachers. Principal and Leadership Team: Attend job fair in May to recruit new teachers; Provide professional development aligned with school and district goals, Implement Professional Learning Communities. District/Principal/Assistant Principal: Understand the professional development element of the new teacher final evaluation, Domain 4. This should include participation in trainings, coursework, and certification.

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

- Match new teachers with mentor teacher
- Observations
- Collaborative Planning
- Monthly APPLES meetings
- Weekly grade level meetings
- Bi-monthly meetings with administration
- Professional Learning Communities
- Professional Development

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

Core instructional programs used have been adopted by the School District of Lee County and have been approved by the Florida Department of Education. Administration ensures the use of these programs through lesson plans and walk throughs.

Instructional Strategies

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

Students are monitored on a weekly basis of mastery of standards. Through both formal and informal assessments students are provided with additional instruction on standards they have not mastered and enrichment for standards they have mastered. Students are also provided small group guided reading instruction on a daily basis with the classroom teacher.

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: 1,500

Professional Development for teachers on the implementation process of Professional Learning Communities (PLCs) leading to teachers working collaboratively to improve instruction and planning.

Strategy Rationale

Allowing for teachers to plan together ensures that the best practices are being used and all students are mastering the standards.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Saldivar, Aida, aidacs@leeschools.net

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

Teacher attendance at trainings and collaborative grade level meetings will be collected to determine that teachers have at least 95% attendance. Grade level PLC team minutes will be reviewed by the Leadership Team to determine effective planning. Student assessments will be monitored for specific areas of growth as determined by the grade level PLC team.

Strategy: Extended School Day

Minutes added to school year: 1,800

After school tutoring program from January to April 2014.

Strategy Rationale

Students who are struggling and have shown academic struggles in the past will be provided additional instruction after school hours to increase academic success.

Strategy Purpose(s)

- Core Academic Instruction

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

Records will be kept of students offered tutoring and those that attend. Attendance records will be kept to ensure that students attend at least 95% of tutoring. A pre and post test will be given to measure growth.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Orientation meetings are held in May for incoming kindergarten students and their families to familiarize them with the school and expectations for the coming year.

College and Career Readiness

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

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

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

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

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

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Increase student achievement school-wide by focusing on teaching and learning. 1a

G038454

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	70.0
Math Lowest 25% Gains	66.0
AMO Reading - All Students	70.0
ELA/Reading Lowest 25% Gains	88.0
Math Gains	74.0
ELA/Reading Gains	71.0

Resources Available to Support the Goal 2

- District Resources for materials and professional development.
- Continuation of Professional Learning Communities.
- Instructional Coaches in Reading, Math, Science, Writing, Data and MTSS.
- District New Teacher/Mentoring Program (APPLES).
- Implementation of "The Leader in Me." 7 habits of highly effective student leaders.
- Volunteers.
- Title I school for the 2014 - 2015 School Year.
- Parent Involvement Plan.
- Continue Immediate Intensive Instruction (30 minutes daily).
- Implementation of "The Leader in Me" program school-wide.
- McGraw Hill Social Studies grades K-5 and National Geographic Science for grades K-5/P-Sell for grade 5.
- Three (3) Resource Teachers.
- Additional ESOL Paraprofessional.
- Parent Involvement Paraprofessional.

Targeted Barriers to Achieving the Goal 3

- Rigor in instruction.
- Continued the implementation of Professional Learning Communities.

Plan to Monitor Progress Toward G1. 8

Use of item analysis from Performance Matters in reading, math and science to drive instruction. Use of intervention strategies from STAR Reading and STAR Early Literacy. Use FCAT reports from 2013 - 2014 to determine areas of weakness in instruction.

Person Responsible

Tracy Fisher

Schedule

Monthly, from 9/15/2014 to 6/8/2015

Evidence of Completion

Data reports from Performance Matters, District Assessments, School-based Assessments, STAR Reading, STAR Early Literacy, FAA, CELLA, FCAT.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase student achievement school-wide by focusing on teaching and learning. **1**


 G038454

G1.B2 Rigor in instruction. **2**

 B092292

G1.B2.S1 What Effective Teachers Do Differently, Todd Whittaker, training required for Title I teachers

4

 S103218

Strategy Rationale

To highlight strategies that have been found to be effective in the classroom.

Action Step 1 **5**

What Effective Teachers Do Differently, Todd Whittaker, training required for Title 1 Teachers

Person Responsible

Aida Saldivar

Schedule

On 8/5/2014

Evidence of Completion

Individual teacher In-service report, effective strategies in place

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

Monitor for fidelity of using effective strategies

Person Responsible

Aida Saldivar

Schedule

Monthly, from 8/18/2014 to 5/25/2015

Evidence of Completion

Observation, Lesson Plans, Classroom Walk-throughs, Leadership Team Minutes, Grade Level Team Meetings Minutes

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

Monitor effectiveness of Effective Strategies

Person Responsible

Aida Saldivar

Schedule

Monthly, from 8/18/2014 to 5/25/2015

Evidence of Completion

Observation, Classroom Walk-throughs, Assessments, Teacher Feedback

G1.B2.S2 Use Professional Learning Communities to determine what we expect our students to learn, how we will know when they have learned it, how will we respond when they don't learn and how will we respond when they already know it **4**

 S103220

Strategy Rationale

As teachers work together and share data, best practices will be used to ensure all students master curriculum standards.

Action Step 1 **5**

Work collaboratively through PLC (Professional Learning Community) process and how it applies to grade level student mastery of standards and sharing of best practices.

Person Responsible

Aida Saldivar

Schedule

Weekly, from 8/20/2014 to 5/27/2015

Evidence of Completion

Training materials; Individual teacher inservice records; Grade level team meeting minutes;

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

Monitor for fidelity of the Professional Learning Communities (PLCs) implementation

Person Responsible

Aida Saldivar

Schedule

Weekly, from 8/18/2014 to 5/27/2015

Evidence of Completion

Training Materials, Individual Teacher Inservice Sign-in Sheets, Grade Level PLC Meeting Minutes

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

Monitor for effectiveness of Professional Learning Communities (PLCs)

Person Responsible

Aida Saldivar


Schedule

Monthly, from 8/18/2014 to 5/25/2015


Evidence of Completion

Observation, Assessments, Leadership Team Minutes, Grade Level PLC minutes

G1.B3 Continued the implementation of Professional Learning Communities. 2

 B092293

G1.B3.S1 Instructional staff work hours are changed to accommodate one-hour of training and/or working as a Professional Learning Community in grade level teams weekly 4

 S103223

Strategy Rationale

Teachers will be allowed time on a weekly basis to work in the PLC to best meet the needs of students.

Action Step 1 5

Change teacher work hours to allow for at least a one-hour block of time per week to receive continued training and implementation on PLCs (Professional Learning Communities)

Person Responsible

Aida Saldivar

Schedule

Weekly, from 8/20/2014 to 5/27/2015

Evidence of Completion

Staff Handbook

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

Monitor for fidelity of changing staff work hours

Person Responsible

Kathryn Reid

Schedule

Weekly, from 8/20/2014 to 5/27/2015

Evidence of Completion

Observation, Sign-in Sheets

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

Monitor for effectiveness of changing work hours

Person Responsible

Aida Saldivar

Schedule

Weekly, from 8/20/2014 to 5/27/2015

Evidence of Completion

Observation, Leadership Team Minutes, Teacher Feedback

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.B2.S1.A1	What Effective Teachers Do Differently, Todd Whittaker, training required for Title 1 Teachers	Saldivar, Aida	8/5/2014	Individual teacher In-service report, effective strategies in place	8/5/2014 one-time
G1.B2.S2.A1	Work collaboratively through PLC (Professional Learning Community) process and how it applies to grade level student mastery of standards and sharing of best practices.	Saldivar, Aida	8/20/2014	Training materials; Individual teacher inservice records; Grade level team meeting minutes;	5/27/2015 weekly
G1.B3.S1.A1	Change teacher work hours to allow for at least a one-hour block of time per week to receive continued training and implementation on PLCs (Professional Learning Communities)	Saldivar, Aida	8/20/2014	Staff Handbook	5/27/2015 weekly
G1.MA1	Use of item analysis from Performance Matters in reading, math and science to drive instruction. Use of intervention strategies from STAR Reading and	Fisher, Tracy	9/15/2014	Data reports from Performance Matters, District Assessments, School-based Assessments, STAR Reading, STAR Early Literacy, FAA, CELLA, FCAT.	6/8/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	STAR Early Literacy. Use FCAT reports from 2013 - 2014 to determine areas of weakness in instruction.				
G1.B2.S1.MA1	Monitor effectiveness of Effective Strategies	Saldivar, Aida	8/18/2014	Observation, Classroom Walk-throughs, Assessments, Teacher Feedback	5/25/2015 monthly
G1.B2.S1.MA1	Monitor for fidelity of using effective strategies	Saldivar, Aida	8/18/2014	Observation, Lesson Plans, Classroom Walk-throughs, Leadership Team Minutes, Grade Level Team Meetings Minutes	5/25/2015 monthly
G1.B3.S1.MA1	Monitor for effectiveness of changing work hours	Saldivar, Aida	8/20/2014	Observation, Leadership Team Minutes, Teacher Feedback	5/27/2015 weekly
G1.B3.S1.MA1	Monitor for fidelity of changing staff work hours	Reid, Kathryn	8/20/2014	Observation, Sign-in Sheets	5/27/2015 weekly
G1.B2.S2.MA1	Monitor for effectiveness of Professional Learning Communities (PLCs)	Saldivar, Aida	8/18/2014	Observation, Assessments, Leadership Team Minutes, Grade Level PLC minutes	5/25/2015 monthly
G1.B2.S2.MA1	Monitor for fidelity of the Professional Learning Communities (PLCs) implementation	Saldivar, Aida	8/18/2014	Training Materials, Individual Teacher Inservice Sign-in Sheets, Grade Level PLC Meeting Minutes	5/27/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

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

G1.B2 Rigor in instruction.

G1.B2.S1 What Effective Teachers Do Differently, Todd Whittaker, training required for Title I teachers

PD Opportunity 1

What Effective Teachers Do Differently, Todd Whittaker, training required for Title 1 Teachers

Facilitator

Todd Whittaker/District

Participants

Administration, Teachers

Schedule

On 8/5/2014

G1.B2.S2 Use Professional Learning Communities to determine what we expect our students to learn, how we will know when they have learned it, how will we respond when they don't learn and how will we respond when they already know it

PD Opportunity 1

Work collaboratively through PLC (Professional Learning Community) process and how it applies to grade level student mastery of standards and sharing of best practices.

Facilitator

Leadership Team

Participants

Administration, Leadership Team, Teachers

Schedule

Weekly, from 8/20/2014 to 5/27/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Grand Total	0