

# Caloosa Elementary School



2014-15 School Improvement Plan

## Caloosa Elementary School

620 DEL PRADO BLVD S, Cape Coral, FL 33990

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

### School Demographics

**School Type**  
Elementary

**Title I**  
No

**Free/Reduced Price Lunch**  
65%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
51%

### School Grades History

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

### School Board Approval

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

### SIP Authority and Template

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

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

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

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>32</b>
Goals Summary	32
Goals Detail	32
Action Plan for Improvement	35
<b>Appendix 1: Implementation Timeline</b>	<b>41</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>44</b>
Professional Development Opportunities	45
Technical Assistance Items	48
<b>Appendix 3: Budget to Support Goals</b>	<b>49</b>

## 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	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

Caloosa Elementary's mission is to ensure that each student achieves his/her greatest potential.

##### Provide the school's vision statement

Caloosa Elementary's vision is to be a school of excellence.

#### School Environment

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

Caloosa Elementary learns about its students' cultures and builds relationships between teachers and students through a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience. Classroom teachers support their own student's educational experiences by developing strong relationships with them throughout the course of the school year. Many teachers in Caloosa Elementary have been in the same school for well over 15-20 years and have deep rooted connections to our families in the community. Teachers get to know their students and families through phone calls, notes home, conferences, confidential student files, special activities, and in school and community events. Every student is included in this structure.

Our curriculum provides pathways for teachers and students to explore different cultures through literacy experiences, special projects and events. Students and teachers learn about each other's culture through the Florida Social Studies Sunshine States standards. The K-5 strands include American History, Civics and Government, Economics, Geography, and Financial Literacy (grade 4). The strands provide teachers and students opportunities to learn and talk about different cultures including those of the students represented in the classroom, school, and community. The strands also provide learning opportunities for students and teachers as they explore cultural topics and events through literature, role playing, dialogue, and reflections of text to self and text to world connections.

At Caloosa Elementary we also build relationships through special events held annually such as: Parent Conference Nights (October 23rd, and April 16), Caloosa Talent Show (January 22), Healthy Living Lab (November 18-20), and the Family Spring Festival (March 26). This year we are adding a Family Movie Night event on October 4th where our families will be invited to come together with blankets and popcorn to watch a movie under the stars. We are also adding the "One School, One Book" family literacy program where we invite all teachers and parents to read along with us the book titled, "The World According to Humphrey". Humphrey, our school hamster will make special guest appearances and will be available to travel home with students during the school year.

Our PBS Monthly Fun Frenzy Celebrations build relationships by creating opportunities for shared experiences. The scheduled events include: Hawaiian Day (August 30th), Patriot Day (September 27th), Character Dress Up Day (October 31st), Career Day (November 22), Hat Day (December 20th), Sports Shirt Day (January 31st), Inventors/Historians Day (February 28th), Florida Tourist Day (March 28th), Throwback Day (April 25th), and Class Colors Day (May 25th).

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



Caloosa Elementary creates an environment where students feel safe and respected before, during, and after school. The goal of the Sunset/Sunrise program is to provide a safe alternative environment for the children of working parents. The program is open to students in K-5. Sunrise is held each day school is in session from 6:45 to 7:30 a.m. The Sunset program is held each day school is in session from dismissal to 6:00 pm. The Sunset/Sunrise curriculum engages students in safe and leisurely activities which include the development of social skills through activities such as board games, physical movement, homework support, and exploration through arts & crafts, cooking, and the Year Book Technology club. The school wide PBS behavior support program is implemented before, during, and after school. A Sunrise/Sunset program brochure provides detailed information to parents and students about program policies, procedures, and expectations. We strive to be fair, clear, and consistent in every situation so that students feel safe and respected.

Caloosa Elementary uses a security system whereby visitors need to call in to the office in order to be admitted into the school between the hours of 7:55 a.m. and 2:10 p.m. The front office staff monitors the cameras which provide a clear view of visitors desiring access into the school building. Video cameras are also strategically placed throughout campus and are monitored by the school principal and building supervisor. In addition, as per school district policy, all classroom doors are locked while students are in the room.

The school maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff. School leaders have adopted district expectations for maintaining safety, cleanliness and a healthy environment. All school personnel and students are accountable for working to meet these expectations. There are ongoing measures in place at Caloosa Elementary that allow for continuous tracking of these conditions. The Lee County Public Schools office of Educational Facilities conducts casualty, health, and sanitation inspections on a regular basis. Inspections determine compliance with State Regulations, ensuring that Caloosa Elementary maintains satisfactory standards of safety, health, and maintenance. The inspection report includes a plan for immediate corrective action.

District Fire Safety conducts an additional fire safety "walk through" inspection of Caloosa Elementary annually. Copies of the inspection reports are maintained with our building administrator and are readily available to district approved certified Safety Inspectors. Our maintenance department works diligently to ensure that we meet high standards in all areas of the inspection.

Our school principal enforces the following school fire safety program which includes:

1. Procedures for eliminating fire hazards from the building
2. Provisions for Emergency evacuation and Fire Safety practice situations
3. Designation of particular staff members to perform duties relating to fire safety
4. Assurance that only appropriate and approved materials are used and/or stored in the school building
5. Assurance that staff reviews the State Requirements for Education Facilities (SREF)
6. Developing emergency evacuation plans and coordinating at least 2 emergency evacuation drill within the

first 14 days of school and monthly thereafter including practicing alternate routes

7. Providing a written report to the Department of Safety, Security, and Inspections after each drill

Caloosa Elementary Teachers are responsible for:

1. Discussing evacuation and fire safety procedures with students
2. Following emergency safety procedures during practice drills
3. Maintaining "good housekeeping" (SREF) standards with their classrooms to minimize potential fire hazards
4. Ensuring that potentially hazardous materials are properly stored and handled
5. Participating in district required Fire Safety professional development trainings

Caloosa Elementary students are responsible for:

1. Following safety procedures every school day and reporting problems to adults
2. Participating responsibly in emergency and fire drills
3. Following all PBS safety rules throughout the school

The Caloosa Elementary Building Supervisor, in cooperation with the principal, teachers, and staff

work as a team to:

1. Ensure that all storage, mechanical, and service rooms are clean and orderly
2. Ensure that all potentially hazardous materials are properly stored and handled
3. Ensure that all exit and emergency lights in the school are operable
4. Ensure that doors are not propped open obstructed, nor secured by unapproved means
5. Ensure that corridors are free of obstruction
6. Participate in Fire Drills
7. Inspect the school as provided by the School Fire Safety Checklist and immediately report to the principal any violations that need to be remedied

Our maintenance supervisor creates an environment where students feel safe by providing leadership and direction to our maintenance team, teachers, and staff on the appropriate practices, providing examples and non-examples, and quickly rectifying any problems. For example, our maintenance supervisor ensures that the following equipment and facility areas are inspected on a regular schedule. Fire Protection Equipment including extinguishers, hoses, alarms, and emergency lighting are inspected monthly. General maintenance of corridors, exits, and classrooms are performed daily. Electrical equipment such as exit lights are checked daily, and unsafe conditions are reported as discovered. HVAC Equipment such as combustible materials is inspected daily and unsafe situations reported immediately. Fire doors need to be inspected monthly to ensure they close automatically, and manual doors daily to ensure they are kept closed. Ventilation system is inspected monthly. Flammable liquids in the Art room are stored properly, and the kiln area is free from combustibles. The stage area in the cafeteria is kept free from obstructions. All maintenance emergencies are properly documented and reported in a timely manner as per the districts incident reporting procedures card.

**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**

Caloosa Elementary adheres to the established Lee County Public School Code of Conduct. In addition, Caloosa Elementary implements the Positive Behavior Support (PBS) system. PBS is based on understanding why problem behaviors occur and on the function of the behavior. The PBS process is a team based approach that is data driven and relies on a strong collaboration from all stakeholders. The aim is to build environments in which positive behavior is more effective than problem behavior.

The PBS behavior support process is:

Proactive: to prevent inappropriate behaviors through use of strategies & procedures

Educative: to teach expectations for appropriate behavior rather than assume students have knowledge of them

Reinforcement Based: utilize rewards to reinforce positive, appropriate choices and behaviors

The PBS team meets regularly to analyze school data, develop strategies and intervention to increase academic performance, student safety, decrease problem behaviors, and establish a positive school culture. The team relies on accurate and reliable discipline referral data to understand the behaviors occurring across the school. The team identifies problem areas, brainstorms interventions such as teaching appropriate behaviors in the cafeteria, school grounds, school hallways, bathrooms, classrooms, assemblies, and celebrations. We identify the desirable behaviors and strategies to help our students learn those desirable behaviors. We hold high expectations for all students and teach them appropriate behaviors daily by providing role models, as well as, examples and non-examples. School wide expectations provide a common language for behaviors expected of all students and all staff, in all settings, reflect that values of the school, makes Caloosa's school culture explicit, and are taught and reinforced daily.

Caloosa Elementary PBS Motto: The PRIDE of Caloosa starts with ME!

P- Prepare to Learn

R- Respect

I - Integrity

D- Determination

E- Enthusiasm

Our PBS expectations are that everyone is to be respectful, stay safe, be a learner, engage in teamwork, and honor friendship. Our rules provide specificity to the expectations and are often specific to the task.

Cafeteria Expectations

Respect: use inside voices, follow directions of the adults in charge, eat your own food, only appropriate conversations and actions

Safe: pick up food and trash, keep hands, feet and objects to yourself

Learner: have money ready, talk to people at your own table, use good manners

Teamwork: work together to clean up, put trays in proper place

Friendship: Use kind words and actions

Bathroom Expectations

Respect: respect the privacy of others

Safe: keep area dry and clean, wash hands

Learner: return to class quickly

Teamwork: use bathrooms in a timely manner

Friendship: Use kind words and actions

Hallway Expectations:

Respect: walk quietly on the right hand side, keep your hands, feet and objects at your sides, keep your eyes forward

Safe: walk quietly on the right, line leaders stop at openings

Learner: Follow the directions of the adult in charge

Teamwork: Let your friend go before you

Friendship: Greet each other with a silent wave

Stair Expectations

Respect: respect the personal space of others, keep hands and feet to yourself

Safe: one step at a time, walk on the right using the handrail, single file line

Learner: be observant and patient

Teamwork: Stay together as a class

Friendship: Greet others cordially

Entrance and Dismissal Expectations:

Respect: wait quietly

Safe: walk only on sidewalk, stay seated on your spot on the side walk, keep hands, feet and object

Learner: learn your spot on the car ramp or bus ramp, listen to announcements

Teamwork: be a mentor

Friendship: be a role model

PBS classroom rules are developed by the classroom teachers and aligned to the school and district expectations. Rules are taught using the (I Do, We Do, You Do) model, demonstrating clear examples and non-examples. This utilizes the visual auditory and total physical response styles of learning, accommodates different learners, and reduces misunderstandings. Feedback and reinforcement are provided at every step and over the course of the year. Classroom interventions include: student conference, reteach experience, curricular accommodation, time-out, peer mediation, student contract, phone call to parent, verbal cue, extra time spent on task, lunch detention.

The Caloosa PBS reference manual is provided to every teacher and provides clear descriptions for teachers and students. For example, a "Minor" form is appropriate for the following infractions: disruption, horseplay, profanity, peer conflict, dress code violation, defiance/disrespect, harassment, teasing, property misuse/damage, lying/cheating, forger/ theft, and gum chewing/candy. Office managed behaviors are those considered to be "Majors" and include bullying, computer misuse, defiance/disrespect/insubordination/non-compliance, disruption, fighting, forgery/misuse, harassment/teasing/taunting, inappropriate or obscene acts, petty theft, profanity, property damage, safety

violation, and threat/intimidation.

The PBS Hierarchy of Consequences for behaviors happening on the same day is as follows: 1st Incident: Verbal warning, conference with student, 2nd Incident: Time out in classroom and note in planner, 3rd Incident: Time out in another classroom, classroom managed form, and parent phone call home, 4th Incident: Referral to office. For repeated behaviors happening over several days, weeks, there is to be a parent conference. For the same behaviors for which there are 4 classroom managed forms or "minors" will receive an automatic office referral. Administrators select interventions and consequences for office managed referrals. They communicate disciplinary action to teachers and prepare students to re-enter the classroom setting by intentionally welcoming the student back, having the student apologize, and reviewing expectations with the student in the presence of the teacher. If the problem behavior is a danger to self or to others this is considered an emergency and should be referred to an administrator or the behavior specialist. The school wide PBS behavioral system at Caloosa Elementary is implemented with fidelity and aids in minimizing distractions to keep students engaged during instructional time.

The PBS rules are reinforced in every part of the school and students are rewarded for exhibiting the desired behaviors. Positive reinforcement for appropriate behaviors include being a helper, having first pick, having choices, having special privileges and attention involving others or special privileges related to curriculum, positive public recognition, invitations to special activities, games, events, token systems, prizes, and edible goods. The PBS binder lists many other ideas to reinforce positive behavior. All school personnel and students are responsible for following PBS rules, procedures, and expectations.

Caloosa Elementary uses the student planner as a means of communication to and from school. In addition, this year we are implementing the Class Dojo program as the official complement to our school wide PBS system. On ClassDojo students have the opportunity to earn points daily as positive reinforcement for desired behaviors. Parent and students can check daily progress by visiting the website or communicating with the teacher.

Celebration is an integral part of our behavior intervention system. PBS Quarterly Awards include: Hug/Bug Award ribbon for students who have improved one letter grade in any subject area, A and AB Honor Roll ribbon, Perfect Attendance ribbon, No Tardy ribbon, and 100% Homework ribbon. Cougars of the Month Celebration consists of two students selected from each class each month. One student will be selected for most improved and the other for excellence in the classroom. Selected students are treated to ice cream Sunday's which they are allowed to decorate with a variety of popular toppings. Monthly PBS Spirit Days are theme based and serve as yet another form of encouragement and reward for our students.

The PBS quarterly Principal Pride Party is a special celebration for students who demonstrate classroom effort, have no bus and/or office referrals or infractions, and homework completed at teacher's discretion. The special themes for the 2014-2015 school year are as follow: Quarter 1- Bingo, Quarter 2 - Decorate a Cookie Day, Quarter 3 - Florida Repertoire Theater, and Quarter 4 - Inflatables.

### **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**

Caloosa Elementary ensures the social-emotional needs of all students are being by activating an established system of support. The PBS response team, school counselor, and behavior specialist provide support to teachers and students with special needs on an ongoing basis. For example, on an individual level, the PBS team uses functional behavior intervention strategies to understand the relationship between a student's physical, social, and emotional needs and the characteristics of his/her environment. PBS strategies of support include changing systems, altering environments, teaching appropriate skills, and creating a system of support for students. Caloosa Elementary utilizes the district's responsive system of support personnel to assist students with particular needs such as adjusting to school, coping with grief following a crisis, and dealing with substance abuse and other risky behaviors.

The school provides support services to meet the physical, social and emotional needs of the student population being served. School personnel implement a process to determine the physical, social and emotional needs of each student in the school. Caloosa Elementary supports the school district policies for the expectations of student behavior as presented in the Student Code of Conduct. We will not tolerate bullying and harassment of any type. Bullying includes teasing, social exclusion, threat, intimidation, stalking, physical violence, theft, sexual, religious, or racial harassment, public humiliation destruction of property, and cyber bullying. Harassment includes any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal, or physical conduct against a student or school employee that places the student in reasonable fear of harm, and has the effect interfering with educational performance. Our teachers, school counselor, and behavior specialist work diligently to supervise student behavior in and out of the classroom in order to prevent bullying situations from occurring. We also educate students about their rights and empower students to immediately report incidents. Our guidance classes teach students social skills and give them tools to be able to handle different social situations.

Caloosa Elementary has a full time guidance counselor that services all of our students. The counselor implements a curriculum of prevention and early intervention. He helps students learn to understand themselves and others including helping students develop healthy peer relationships, effective social, decision making, and study skills, effective communication strategies, conflict resolution, and coping strategies.

Caloosa Elementary teachers also participate in a volunteer mentoring program with students outside of their immediate classrooms. Those students are identified on a referral basis and paired with an adult mentor that is most likely to be successful in building a strong relationship with the particular student. In many cases, as a result of our school wide support systems and data monitoring processes, more than one adult is closely monitoring the progress of a student and advocating for his/her individual learning, thinking, and life skill needs.

School personnel provide or coordinate programs to meet the needs of all of our students. The Caloosa Elementary PE, Art and Music departments offer strong programs that promote the development of well-rounded students. We support character education by implementing the district's Character Education word of the month program, teacher mentors, Peer Ambassadors, School Patrols, the before and after school Sunrise/ Sunset program, special after school activity clubs and Math/Reading intervention programs. We celebrate Red Ribbon week and use Kagan cooperative learning team building and class building activities also promote positive socialization, teach tolerance, and collaboration between peers.

School wide initiatives such as the Can Food Drive, the Move-a-Thon, and special service projects teach students to learn to care for others in our school and community. We strive to ensure that the physical, social, and emotional needs of our students are addressed in different ways and individualized to meet specific needs.

Caloosa Elementary practices district health service procedures for handling student illnesses, injuries, and access to educational programs. We adhere to the LCSD policies in all matters concerning student health services. For specific information and support, we turn to the Health Services department web page. We ensure that our students and families comply with physical exams and immunization requirements. We keep accurate records and coordinate eye and hearing exams for all students. Our school nurse and/or clinic assistant follow all proper protocol for the administration of medications in school, provide immediate first aid services, contact parents, and isolate the student until the parents are able to come to pick up the student. Our teachers and staff ensure that students who are returning to school after an illness present proper medical and/or parental documentation. Parents are reassured knowing that the school nurse and/or clinic assistant are appropriately handling their student's health care needs and injuries during the school day.

### **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**

**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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

## 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***

The Core Values of LCSD and Caloosa Elementary

We believe that all students can learn, and staff can perform best in an organization that practices: accountability, responsibility, and transparency, parental and community involvement, data based decision making, differentiated instruction, effective communication, equal opportunity, life-long learning, participatory problem solving, respect for diversity, strategic planning for continuous improvement, visionary leadership, compassion, and integrity.

Caloosa Elementary has a process for review, revision, and communication of its purpose. The process begins every August during our Back To School faculty and staff meetings when all personnel engage in conversations about our district's and school's mission and vision for the new school year. During these meetings we also reflect on our values, beliefs, curriculum, standards, educational practices, and the unique needs of our diversified student population. We come to a consensus about our goals, revise the mission and vision statements, and school based practices as needed and resolve to implement our actions with fidelity. We commit to continuous improvement and stay focused on our goals. We engage in professional development trainings and collaborative planning sessions with district and school based teams in order to prepare to jump-start the school year. The conversation continues with parent surveys during Open House in August and

during our first month of school as teachers, students, and staff members work to establish expectations, procedures, and routines throughout the school.

The process is formalized on a regular schedule through the Student Advisory Council (SAC). SAC is the driving force behind the Caloosa Elementary school improvement process and increased student achievement. The School Advisory Council is a school based group intended to represent the school, the community, and those closest to our students. The group shares responsibility for guiding the school process towards continuous improvement. Caloosa Elementary SAC members include: Principal Markgraf, Assistant Principal Lowry, teachers, support personnel, parents, local business representatives, and community members. SAC meetings are scheduled during evenings when it is more likely that all stakeholders will be able to attend.

Caloosa Elementary engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress. Caloosa Elementary adheres to the grading and reporting policies established by the School District of Lee County. These policies are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses. These policies, processes and procedures are implemented consistently across grade levels and courses. Teachers use the district established online Pinnacle Gradebook to record student progress towards goals as well as parent reports generated through district approved educational assessment computer based resources. In addition, Exceptional Education teachers provide parents and students with ESE Supplemental report cards for the purpose of communicating student attainment towards learning goals at the students instructional level. Teachers also monitor data graphs and report progress towards Individual Educational Plan (IEP) goals through the ESE Progress report maintained on ENRICH- the online application for Exceptional Student Education Services. Parents, students, and community stakeholders are made aware of the policies, processes and procedures through teacher/student and parent/teacher conferences, teacher and school phone calls home, the Parentlink online system, classroom and school newsletters in both English and Spanish, district published materials, and Florida Department of Education (FLDOE) published reports.

Teachers also keep parents informed of student progress through phone calls home, writing notes in student planners, providing daily updates on ClassDojo.com, unit assessment reports and progress monitoring reports from multiple online assessment measures. Teachers also provide online access to a variety of resources for students such as the Literacy, Science, and Math textbooks and activities. Parents are an integral part of our MTSS process and are invited to attend all meetings concerning their child's educational progress and experiences. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills and life skills.

### **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**

Caloosa Elementary sustains partnerships with the local community for the purpose of securing and utilizing resources to support student achievement. For example, Caloosa partners with the local Rotary Club to provide dictionaries to every third grader in the school. The Reading Is Fundamental Program (RIF) partners with Scholastic books and Caloosa in order to put free books in students hands. Caloosa also partners with local businesses to bring needy families and students' school supplies and back packs at the beginning of the school year. For example. First Assembly West Church has been providing school supplies and back packs to students in need for the last 3 years. Our school social worker connects families to community resources that provide assistance in the form of food, shelter, and medical services.

### **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
Markgraf, Shelley	Principal
Lowry, Diana	Assistant Principal
Heller, Robyn	Instructional Coach
Page, Gay	Instructional Coach
Fizer, Heidi	Teacher, K-12
Jordan, Laura	Teacher, K-12
Moore, Tiffany	Teacher, K-12
Stansell, Amanda	Teacher, K-12
Topham, Barbara	Teacher, K-12
Gilber, Melissa	Teacher, ESE

### Duties

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

The roles of each member are as follows:

Classroom Teacher

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

Reading or Math Coach/Specialist

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

Professional Development Resource Teacher/Coach

- Provide district required and school based professional development trainings
- Coach all teachers one-on-one in effective teaching strategies
- Model effective instructional strategies
- Monitor teacher progress with selected strategies
- Facilitate Instructional Rounds
- Facilitate data tracking and analysis
- Support professional learning communities

Speech-Language Pathologist

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



decisions

Principal/Assistant Principal

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

Guidance Counselor/Curriculum Specialist

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

School Psychologist

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

ESE Teacher/Staffing Specialist

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

Specialist (Behavior, OT, PT, ASD)

- Consult with MTSS Team
- Provide staff trainings

Social Worker

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

ESOL/ELL Representative

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

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

Instructional time, material resources and fiscal resources are sufficient to support the purpose and direction of the school. Caloosa Elementary administrators fiercely protect instructional time by carefully devising operational schedules that ensure smooth ongoing schoolwide transitions and the strategic use of materials, technology, physical, and fiscal resources. These schedules and established routines include but are not limited to: common planning time for teachers, allocated time for professional development opportunities and PLC meetings, lunch, classroom, computer lab testing, and special events, strategic emergency classroom drills and evacuation practices, school wide arrival and dismissal routines including rainy day procedures, and the school wide intervention and enrichment initiative called we call our W.I.N. (What I Need) program. There are many other areas in our daily school wide routines designed to protect instructional time. Our media specialist and administration ensure that CAL-TV, our morning news show is purposeful and concise. Our Reading Specialist and ESE Chairperson ensure that IEP and MTSS meetings function smoothly by

giving parents ample notice of the meeting date and time, ensuring that teachers come prepared, and that conversations stay focused and on schedule. Our Social Worker is careful to schedule truancy meetings with parents and teachers during the teacher planning block. Moreover, our administration ensures that teachers and parents have opportunities to meet for formal parent teacher conferences during times outside of the regular school day. For example, our Caloosa Elementary's annual Open House, and our school wide conference weeks are scheduled at designated times of the year when it is most likely for parents to be able to attend. These opportunities for increased parent teacher communication positively impact student focus and participation in class. In this way, ensuring that instructional time is protected. Teachers guard their instructional time carefully by faithfully following school wide schedules, staying informed of any necessary changes, following the established professional practices and routines in our school building, and implementing effective classroom management rules, policies, procedures in their own classrooms. Teachers also carefully guard instructional time by providing standards based data driven instruction. They follow curriculum pacing guides, and work in collaborative teams to identify the standards that will help drive instruction. This ensures targeted systematic strategic use of our time. Maintenance support personnel are strategically placed and scheduled to work during business hours that do not interfere with instructional time. Office support personnel are trained to take messages for teachers, and to call into classrooms only when absolutely necessary such as a student's early dismissal. All staff members highly utilize the email information system as an effective way to communicate throughout the day. Material resources are strategically used to increase student achievement. Caloosa Elementary uses the district wide adopted software Destiny to inventory instructional materials. Destiny connects our students and staff at Caloosa Elementary to current curriculum materials and instructional resources in our building and across the school district in a user friendly format. Destiny is our print and digital instructional materials management system. The system has the capacity to generate a variety of materials inventory reports which help us to keep track of inventory, allows us to use our resources strategically, and saves us money by providing timely and accurate inventory data. Caloosa Elementary has well established procedures and routines for the handling of all instructional materials aligned with district expectations. This allows us to maximize the use of our available resources. Material resources such as books and Math manipulatives are checked out to teachers and students for easy classroom access, and inventoried by the school's full time media specialist. Science supplies are available as needed and are housed in a location that is easily accessible to all instructional personnel. Parents are welcomed to check out an extra set of instructional materials if needed for extra practice at home. Additional materials such as equipment, supplies, and books are kept in secure locations and may be readily accessed by any staff member with the help from designated personnel such as the media specialist, maintenance supervisor, or Assistant Principal. Caloosa Elementary school leaders work to secure material and fiscal resources to meet the needs of all students. They work to ensure that all students have equitable and challenging educational opportunities. Mrs. Lowry also advocates for the needs of our students and teachers in the regularly scheduled ESSAC and PTO meetings. As a result, PTO fundraisers are focused on our school's purpose and funds are used where they are truly most needed. In addition, it is not uncommon for our AP, Mrs. Lowry to immediately go out of her way to fulfill a specific request from teachers for additional materials by going to the textbook closet or calling another school. Mrs. Lowry will reach out to all appropriate sources whenever necessary to secure materials for specific needs as they occur. She also participates in grade level team meetings and assists teachers in strategic planning for the effective use of instructional resources. Mrs. Lowry is always available to provide students, teachers, and parents support as needed. Our principal, Mrs. Markgraf, regularly advocates for students, teachers and staff at the district level on all matters concerning our school's purpose and direction. In fact, she takes the initiative to get actively involved in district administrative committees so as to ensure that through her, our voices may be heard. She works late hours into the night writing emails to the Superintendent and other district designated personnel advocating for our school's special needs. She monitors the budget carefully and works closely with our school bookkeeper to control spending throughout the year. She communicates openly and honestly with all staff members in all matters

affecting our school so that we may be able to come together to problem solve as one cohesive and knowledgeable team. The MTSS Problem-Solving team at Caloosa 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 supports. The team uses the five-step problem solving process as outlined in the district's MTSS Manual. Caloosa Elementary is not a Title One school. Therefore, no Title One funds are available. Caloosa does receive SAI funding which is utilized in an Extended Day Instructional program to provide 30 third grade students, identified through our problem solving process, with additional interventions twice a week for a period between January through April 2015. Mrs. Lowry is responsible for coordinating this Extended Day program.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Lawrence Ruble	Parent
Yelennys Ochoa	Teacher
Shelly Markgraf	Principal
Wilson, Danielle	Parent
Sagastume, Iliana	Business/Community
Perry, Nell	Parent
Walters, Tamar	Business/Community
Chrisphonte, Marie	Parent
Heller, Robyn	Teacher
Sagastume, Nellie	Education Support Employee
Santiago, Ruth	Education Support Employee
Clark, Katie	Teacher
Lawrey, Brandi	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 Caloosa School Advisory Council adopts policies, procedures, and bi-laws aligned with the directives set forth by our School District of Lee County. Our SAC committee usually addresses, but is not limited to the following topics of discussion: reviewing and revising the mission and vision of the school once a year, evaluating last year's school improvement plan and developing the current year improvement plan, conducting and evaluating ongoing need assessments, reviewing data collection and analysis including local demographic data, state test scores, school grades, adequate yearly progress (AYP), and school climate surveys. The Caloosa School Advisory Council listens to differing perspectives from all stakeholders, and makes decisions based on consensus by majority. SAC is responsible for final decision making at the school relating to the vision, mission, purpose, and the annual preparation, evaluation, and implementation of the provisions of the School Improvement Plan (SIP). SAC works to ensure that the action plan set forth in the SIP and consequent budget

allocations are data driven, aligned to our vision and mission, and directly focused on student achievement.

SAC is the driving force behind the Caloosa Elementary school improvement process and increased student achievement. The School Advisory Council is a school based group intended to represent the school, the community, and those closest to our students. The group shares responsibility for guiding the school process towards continuous improvement. Caloosa Elementary SAC members include: Principal Markgraf, Assistant Principal Lowry, teachers, support personnel, parents, local business representatives, and community members. SAC meetings are scheduled during evenings when it is more likely that all stakeholders will be able to attend.

During the first SAC meeting of the school year, the previous year's plan is reviewed and data presented for analysis. The SAC committee carefully reviews the information, noting data regarding Annual Measurable Objectives (AMO's), and compares that information in relation to last year's plan. The team notes areas of strengths and weakness, as well as areas where we have made improvement, and in need of improvement. This information provides a clear understanding of our past & present situation which helps to shape our future actions.

#### *Development of this school improvement plan*

During the first SAC meeting of the school year, we also share district initiatives for the upcoming year. Targets and goals are shared with stakeholders, input from the SAC is gleaned and adjustments are made to the SIP as needed. The following SAC meetings have been scheduled for the 2014-2015 academic year.

September 11, 2014

October 9, 2014

December 11, 2014

January 8, 2014

#### *Preparation of the school's annual budget and plan*

Caloosa Elementary adheres to the Lee County School District policies and procedures in all matters concerning the annual budget and plan. School leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school. The school budget is the management tool we use to strategically implement an annual spending plan that ensures quality instruction and educational programs for all students. Caloosa Elementary receives its allocation of operating funds, the non-salary budget, from the school district based on our current student enrollment data. This allocation pays for classroom budgets, copies and paper, office supplies, libraries, custodial supplies, and staff development. Allocations for staff positions or full-time equivalents (FTE) are also based on our student enrollment. Our school principal, Mrs. Markgraf carefully reviews and monitors the school budget to ensure strategic spending throughout the year.

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

No funds have been allocated to Caloosa this year.

#### ***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
Markgraf, Shelley	Principal
Lowry, Diana	Assistant Principal
Page, Gay	Instructional Coach
Moore, Tiffany	Teacher, K-12
Topham, Barbara	Teacher, K-12
Jordan, Laura	Teacher, K-12
Stansell, Amanda	Teacher, K-12
Fizer, Heidi	Teacher, K-12
Gilber, Melissa	Teacher, ESE
Heller, Robyn	Instructional Coach

## Duties

### ***Describe how the LLT promotes literacy within the school***

Caloosa Elementary implements the district adopted Literacy curriculum which is aligned with the vision of the Florida Department of Education, and the Florida State Standards. Curriculum and learning experiences in each class provide all students with challenging and equitable opportunities to develop learning, thinking, and life skills that align with the school's purpose. Caloosa Elementary's vision for K-5 Literacy education includes Reading, Writing, Listening, Speaking, and Language Instruction. Language use and the reading-writing connection are integral to each strand of the Common Core standards. Caloosa students are given opportunities to think critically and reflectively while using listening and speaking skills in formal and informal oral language classroom activities. Students are also given opportunities for reflection and discussion about what is read, written, and studied. A variety of district adopted curriculum resources are available to meet the needs of diverse learners.

Caloosa Elementary students read a wide variety of fiction and nonfiction materials. Teachers, parents, volunteers, and support personnel work to ensure that all children practice reading both fiction and nonfiction texts. Short stories, poetry, fairy tales, and fables make up 50 percent of text read in classrooms, while informational and opinion selections make up the remaining 50 percent.

Nonfiction reading includes

recognizing and evaluating logical reasoning and persuasive, or opinion details across all subject areas.

Students take notes to assimilate and organize ideas expressed in other texts. They write down questions for inquiry. Caloosa students maintain Science Journals, Math Journals, literacy notebooks, and writing folders. They write for the purposes of expressing opinions, recording and sharing information, and creating real or imaginary texts. Caloosa Elementary students practice the study of information and media literacy through carefully planned activities embedded throughout the curriculum.

Teachers plan for learning using the Grant Wiggins and Jay McTighe model of Backwards Design for instructional planning. With backwards planning, teacher teams begin the planning process with the end in mind and a clear understanding of the destination. In stage 1 teacher teams first examine the desired results (FL State Standards), and identify understanding and essential questions that establish the larger context in which a particular unit will be nested. In stage 2, teacher teams consider a variety of assessment methods for gathering evidence of the desired understandings. In this stage teachers design performance tasks, scales and/or rubrics, and establish a criteria for proficiency. In stage 3, teacher teams develop the learning plan. It includes identifying and/or creating

appropriate formative assessments, and designing instructional experiences that will enable students to achieve the desired results. In this lesson planning model, choices about teaching methods, sequence of lessons, and resource materials can only be successfully completed after teacher teams identify desired results and the assessments that will be used to determine if students understand and are able to transfer the new learning independently.

Teachers plan meaningful learning experiences to support instruction around the four basic principles of cooperative learning: positive interdependence, individual accountability, equal participation, and simultaneous interaction. We believe cooperative learning strategies help build thinking, social, and communication skills, as well as mastery learning. Team building activities help students learn to work together in group situations, and class building activities provide networking opportunities for students within a safe supportive learning environment.

Caloosa Elementary teachers also implement strategies that address a variety of student needs through careful attention to the study of multiple intelligences. We understand that students learn in different ways, have their own preferred learning styles, and demonstrate different strengths such as verbal linguistic, logical mathematical, visual spatial, bodily kinesthetic, naturalistic, interpersonal, and intrapersonal intelligences. Teachers recognize these different types of intelligences as opportunities to engage students in meaningful ways, match activities to learners, develop activities to stretch learners, and celebrate their unique differences.

Teachers also personalize instructional strategies and interventions to address the needs of English Language Learners (ELL), Exceptional Education students (ESE), and struggling learners.

Exceptional Students Education (ESE) strategies include providing oral presentation of directions, instructions, and test items for students, monitoring student's work to ensure that they are marking the appropriate spaces, providing extended time for activities and assessments, paper grids such as graph paper to organize computation, highlighting key items on text, planners for writing, text chunking, rereading and close reading activities, breaking assignments into manageable parts, providing study aids, graphic organizers, using repetition, summarizing and clarifying directions and concepts to increase understanding, providing opportunities for students to paraphrase ideas to increase understanding and individual clarification as needed. English Language Learner strategies include pairing up the ELL learner with a partner, using realia, making use of all senses by allowing students opportunities to touch, smell, see, hear, and taste when appropriate, giving the student opportunities to participate in all activities to the best of their ability, giving ELL learners many opportunities for listening and speaking, giving support and encouragement, providing them with meaningful tasks, and creating a positive classroom environment where they feel it is safe to experiment with learning. Gifted Education strategies include curriculum compacting and enrichment. Caloosa Elementary students who receive gifted educational services participate in enrichment activities through project based learning.

Furthermore, Caloosa Elementary teachers implement research based strategies which include but are not limited to: Florida's Comprehensive Instructional Sequence (CIS) for content area literacy and close reading instruction model, UNRAVEL for reading comprehension, the Florida Reading Model, literacy strategies from Just Read Florida Learn, strategies from the Florida Center for Reading Research (FCRR) addressing Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension instruction, Richard and Rebecca DuFour's Professional Learning Communities (PLC) strategies, Marzano's research based instructional strategies, Thinking Maps by David Hyerle and Chris Yeager, Thinking Skills by James Bellanca and Robin Fogarty, and Doug Fisher and Nancy Fray's Gradual Release of Responsibility Model also known as "I Do, You Do, We Do", and Marzano's Becoming a Reflective Teacher series with 41 research based high yield instructional strategies. Teachers provide explicit systematic instruction with opportunities for repetition and spiral review at designated check points along the way.

Teachers use technology as an instructional resource and provide opportunities for students to use technology as a learning tool. They use concrete objects to model and solve real world problems as they move instruction from a continuum of concrete, representational, and abstract thinking. Teachers provide students with opportunities to conduct Science observations and investigations, write for a variety of reasons across content areas, learn through interdisciplinary units and projects, and

demonstrate application of knowledge through authentic assessments, portfolios, and writing tasks. Last year we introduced WIN time and we will continue with this strategy this year. This is a daily 30 minute block of intensive instruction based on the learners needs formulated from disaggregated data. This is based on our belief that all students, regardless of ability level, have areas for improvement or enrichment. This time is targeting those needs.

## 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**

Caloosa Elementary encourages positive working relationships between teachers, including collaborative planning and instruction by providing teachers with common planning time, and organizing them into Professional Learning Community (PLC) teams. Out PLC teams are composed of teachers on the same grade level who work interdependently to achieve common goals for which members are mutually accountable. Special area teachers and Special Education teachers in unique situations are carefully placed with teams where they will be able to experience success. The common goals are directly linked to the purpose of high levels of learning for all. Helping students learn requires a collaborative and collective effort. Members realize that all of their efforts are assessed on the basis of results rather than intentions. To assess our effectiveness in helping all students learn we focus on results- evidence of student learning- and we use results to inform and improve our professional practice and respond to students who need intervention and enrichment.

Caloosa Elementary teachers are provided adequate time on a frequent and regular basis to engage in instructional teams effectively. The meetings are purposeful and have established agendas and expected outcomes. Teams use the school's Sharepoint site to save all documentation related to their PLC work including evidence of the data process cycle, Backwards Planning Designs, and team created artifacts such as grade level assessments, scales/ rubrics, intervention schedules and details.

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

Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction and the educational program. Caloosa Elementary has clearly defined policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. Our leaders adhere to the LCSD school board policies, and school district's established processes and procedures to access, hire, place, and retain qualified professionals and support staff. Our Caloosa leaders, teachers, and stakeholders turn to the school district's Department of Human Resources for support and information. The School District of Lee County works to develop and implement creative systems of compensation, and professional development to provide a professional environment that attracts, rewards, and retains quality staff members. The Lee County School district does not practice centralized hiring. Caloosa Elementary administrators, access highly qualified staff through the school district's applicant management system or Candidate Gateway and Talent Acquisition Management system. This human resource application enhances the efficiency of the hiring process and allows applicants to better manage their application materials and job searches. All school personnel are fingerprinted as part of the hiring process through at the Lee County Public Education Center. Instructional candidates must also take the Gallup "TeacherInsight" talent online assessment. Caloosa Elementary hires enthusiastic individuals who are ready for the challenge to impact the lives of our students and meet their individual educational needs. We do not discriminate on the basis of race, color, sex, religion, national origin, age, disability, or any other basis prohibited by law.

Our school administration ensures that all employment related conduct is held to the highest ethical, moral, and professional standards as set forth by Board Policies, contractual obligations, and State and Federal Statutes. Caloosa Elementary is committed to ensuring equal opportunities for all students and

staff in all programs and activities offered by the school district. Our administrators ensure that efforts are made to remove barriers to academic and student support services as well as barriers to employment opportunities in the school. Caloosa

Elementary does not discriminate on the basis of disability in admission to its programs, services, or activities, in access to them, in treatment of individuals with disabilities, or in any aspect of the operations. Caloosa Elementary administrators implement district established practices in matters concerning Civil Rights Compliance Agreements and employment laws including: Title I of the American with Disabilities Act of 1990, and the ADA Amendment Act of 2008, Genetic Information Discrimination (GINA), the Jessica Lunsford Act, Florida Educational Equity Act Section 228.2001, Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964, Age Discrimination in Employment Act of 1967. For more information and support, we contact the Department of Human Resources. All current Caloosa Elementary employees use the Department of Personnel Services website to learn more about retirement options, the Family Medical Leave Act (FMLA), current employment opportunities, as well as, understanding job postings, teacher certification requirements. Caloosa Elementary Substitute teachers use the district's personnel services website to access the "Substitute Center" for employment related information. Caloosa Elementary implements established district policies to evaluate and retain highly qualified personnel. Oracle PeopleSoft is our school district's adopted performance management system for staff evaluations. Our administrators use their district issued iPads to record

data from classroom walkthroughs. The Oracle Peoplesoft APP (application) allows for easy access and navigation through the PeopleSoft teacher observation system. Mrs. Markgraf and Mrs. Lowry regularly use the district adopted system to review employee self-evaluation, evaluate employee performance, make evaluations available for review, acknowledge review, delegate teacher evaluation system access, view teacher observation histories, initiate formal observation tasks, review teacher Pre and Post Observation tasks, complete formal evaluations, and recommended employment status documents. All Caloosa Elementary teachers regularly use the HR Peoplesoft Help page to review employee self-evaluation, evaluate employee performance, make evaluations available for review, acknowledge review, delegate teacher evaluation system access, view teacher observation histories, initiate formal observation tasks, Teachers also turn to the Teacher Evaluation Resource Page on the Lee County School District's LEARN page. This page is regularly updated and contains links to important teacher evaluation resources including forms, process flows, job aids, timelines, and FAQ's.

School leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school. The school budget is the management tool we use to strategically implement an annual spending plan that ensures quality instruction and educational programs for all students. Caloosa Elementary receives its allocation of operating funds, the non-salary budget, from the school district based on our current student enrollment data. This allocation pays for classroom budgets, copies and paper, office supplies, libraries, custodial supplies, and staff development. Allocations for staff positions or full-time equivalents (FTE) are also based on our student enrollment. Our school principal, Mrs. Markgraf carefully reviews and monitors the school budget to ensure strategic spending throughout the year. Mrs. Markgraf adheres to the formal and systematic processes established by the Lee County School District in all matters pertaining to the careful management and proper documentation and use of all fiscal resources.

All staff members in Caloosa Elementary participate in a continuous program of professional learning through inservice training opportunities provided at the school and district level. All Inservice trainings provide course credit or inservice points required for renewal of the Florida Teacher Professional Certificate. At the school level, our administration carefully plans the professional development calendar for the upcoming school year so that training is ongoing and meaningful to the current school situation. The plan is flexible to ensure that information is delivered in a timely manner as needs are identified. Teacher surveys, administrative walk-throughs, classroom observations, leadership team conversations, grade level feedback, and district initiatives provide the basis for topics that are addressed in



professional development trainings.

All professional development opportunities are aligned with the school improvement plan, focus on student learning, and support the district and school's mission and vision. The professional development plan develops the capacity among all professionals and support staff by engaging all participants actively in meaningful learning activities, allowing different teachers to take on leadership roles, and encouraging collegiality among peers. At the district level, all staff members also have opportunities to participate in both mandatory and optional professional development training activities held either face to face or through online resources such as the Blackboard and the Educational Impact training website. Participants have the opportunity to give feedback on the quality of the training received, and Professional development specialists use the data to systematically evaluate the effectiveness of trainings making modifications and improvements as needed. Teachers may also develop personal professional development training "wish lists" or action plans through online district resources such as Educational Impact and PeopleSoft Learning.

- 1) Caloosa Elementary seeks to employ the "best of the best". In doing so, we often utilize a team approach during the interview process. Representatives from a prospective employees area as well as the instructional coach and both administrators are typically present for interviews. We seek an employee that will fill a weakness or provide a strength to a team that is not present. Thinking globally, we also secure employees that can also provide a balance to the school as a whole.
- 2) Caloosa Elementary also utilizes a distributed leadership model in that we tap the strengths of a wide variety of staff to support school growth in a wide variety of ways. From professional development to leadership in PLC's a large portion of our staff take leadership roles.
- 3) Weekly Professional Learning Community meetings with instructional teams (PLC Leadership Team & Administration responsible)
- 4) Monthly Professional Learning Community meetings with administration and instructional coach (Administration Responsible)
- 5) Monthly PLC Leadership Team meetings (Administration Responsible)
- 6) "New To Caloosa" program that includes a 3 hour orientation during summer and monthly meetings there after with assistant principal. (Assistant Principal Responsible)
- 7) Partnering new teachers and new to the school personnel with veteran teachers as a mentor (Assistant Principal Responsible)
- 8) Periodic Professional Development Trainings related to Data Analysis for Instructional Decision Making, Technology and the Common Core State Standards. (Administration & Instructional Coach Responsible)

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

Caloosa Elementary adheres to the mentoring, coaching, and induction programs established through the Lee County School District which support the mission and vision of the district and school. New teachers participate in the APPLES program, and are closely monitored and supported on a regular schedule by assigned administrators. Teachers new to the school are also provided with regularly scheduled small group professional development opportunities and informational sessions to ensure their practices are aligned with the school's beliefs about teaching, learning, and the conditions that support learning. Each summer, all "New To Caloosa" teachers are invited to an orientation program that includes a 3 hour overview of general policies and programs, introductions to key personnel, and a tour of the school campus. Each month thereafter, monthly meetings are held with the "New To Caloosa" team. Topics are relative to the school calendar at that time. Finally, "New To Caloosa" teachers are partnered with veteran teachers. Administrators carefully monitor all of the established mentoring, coaching, and induction practices which include immediate feedback and measures of performance. (Assistant Principal Responsible)

## **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***

Caloosa Elementary implements the district adopted Literacy curriculum which is aligned with the vision of the Florida Department of Education, Florida State Standards. Curriculum and learning experiences in each class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills and life skills that align with the school's purpose. Caloosa Elementary's vision for K-5 Literacy education includes Reading, Writing, Listening, Speaking and Language Instruction. Language use and the reading-writing connection are integral to each strand of the Florida State Standards. Caloosa students are given opportunities to think critically and reflectively while using listening and speaking skills in formal and informal oral language classroom activities. Students are also given opportunities for reflection and discussion about what is read, written, and studied. A variety of curriculum resources are available to meet the needs of diverse learners. Caloosa Elementary students read a wide variety of fiction and nonfiction materials. Teachers, parents, volunteers, and support personnel work to ensure that all children practice reading both fiction and nonfiction texts. Short stories, poetry, fairy tales, and fables make up 50 percent of text read in classrooms, while informational and opinion selections make up the remaining 50 percent. Nonfiction reading includes recognizing and evaluating logical reasoning and persuasive, or opinion details across all subject areas. Students take notes to assimilate and organize ideas expressed in other texts. They write down questions for inquiry. Caloosa students maintain Science Journals, Math Journals, literacy notebooks, and writing folders. They write for the purposes of expressing opinions, recording and sharing information, and creating real or imaginary texts. Caloosa Elementary students practice the study of information and media literacy through carefully planned activities embedded throughout the curriculum.

Caloosa Elementary implements the districts adopted Mathematics curriculum which is aligned with the vision of the Florida Department of Education, Florida Common Core State Standards. The Caloosa Elementary Math curriculum provides opportunities for students to learn to make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics using diagrams and real objects, use appropriate tools strategically, attend to precision, look for and make use of structure, and look for and express regularity in repeated reasoning. Caloosa Elementary students acquire a solid foundation in working with whole numbers, addition, subtraction, multiplication, division, fractions, and decimals. All practice is developmentally appropriate and includes problem solving, making connections, understanding multiple representations of mathematical ideas, communicating thought processes, and justifying reasoning. The Mathematics curriculum at Caloosa Elementary establishes high expectations and provides strong support for all students. The content is focused and balanced across the grades. The curriculum challenges and builds new knowledge through hands-on experiences and investigations. Curriculum assessments are aligned with the content and technology is used to provide additional support.

Teachers set high expectations for all students from day one. The classroom is a safe learning environment with established policies, procedures, and routines. Classroom schedules protect instructional time and differentiated instruction for all students is the norm. Learning objectives are posted in student friendly language and discussed with students to increase understanding. Teachers write weekly lesson plans on Oncourse, an online service that allows administrators to monitor as well as provide immediate feedback. Teachers plan learning activities to meet the needs of individual students and to prepare students for success at the next level. Small groups in Literacy and Math are formed based on data and students are regrouped approximately on a regular basis. Classroom learning centers are leveled to provide individualized targeted practice. Teachers implement MTSS/ RTI and IEP plans that target specific areas of need and provide individualized strategies for instruction. ESOL strategies are used daily across the curriculum. Caloosa Elementary students

participate in state, district, school wide, grade level and classroom assessments on a regular basis. Data from these ongoing formal and informal assessments provide evidence of student learning. Curriculum, instruction and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice. The Lee County School District implements the Florida Common Core Standards. Curriculum and instruction are closely monitored by both district and school personnel. Caloosa Elementary teachers participate in textbook adoption committees whose charge is to evaluate and select the best available tools to support instruction. They participate in Summer Cadres that create professional development trainings that are later shared district wide, develop curriculum pacing guides, and common district assessments. Caloosa Elementary teachers implement district approved curriculum, instruction, and assessment practices. Using data from student assessments and an examination of professional practice, Caloosa Elementary teachers monitor and adjust curriculum, instruction and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. Caloosa teachers regularly work in teams analyze student data, identify patterns, share ideas, brainstorm interventions for small group and individual remediation, form intervention groups, plan for instruction, and develop grade level formative and summative assessments. Caloosa Elementary teachers maintain data binders with current and detailed student data collected from a variety of sources. The data binders provide teachers with opportunities for self-reflection, allow immediate access to detailed student information, and facilitate conversations with administrators, parents, and colleagues. During data chats teachers examine their classroom and grade level data closely looking for patterns that provide evidence of how students are doing as they work to achieve grade level expectations. Students are also given opportunities for self-reflection through written activities and the maintenance of personal data folders and/or binders for tracking of short and long term learning goals in different areas of the curriculum. Teachers regularly conference with students to help them to understand their current academic situations and provide strategies to increase learning.

Caloosa Elementary teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations. Teachers plan and use instructional strategies that require student collaboration, self-reflection and development of critical thinking skills. As a Kagan trained school, our teachers implement a variety of cooperative learning structures across content. Teachers plan meaningful learning experiences that require students to work in pairs and/ or teams as they implement four basic principles of cooperative learning: positive interdependence, individual accountability, equal participation, and simultaneous interaction. Cooperative learning strategies help build thinking, social, and communication skills, as well as mastery learning. Team building activities help students learn to work together in group situations and class building activities provide networking opportunities for students within a safe supportive learning environment.

Caloosa Elementary school leaders monitor and support the improvement of instructional practices of teachers to ensure student success. They formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning and 4) use content-specific Standards of professional practice. Our administration fosters a culture of collaboration and professional learning. They create pathways for teachers to share their expertise and learn from each other. Our leaders are willing to practice what they preach daily and provide support systems to develop teacher leaders and learners. They learn alongside our teachers regarding research based best practices in teaching and learning. They model the strategies they promote and provide opportunities for continuous improvement. Our school administration provides teacher's with common planning time to discuss student data, plan for instruction, and develop common assessments. Our administrators regularly visit classrooms to conduct formal observations and informal walkthroughs. They also take turns visiting different grade levels and PLC meetings monitoring progress, and clarifying misconceptions. They provide talking points and specific agenda topics to ensure effective meetings while allowing flexibility during others. Our administrators collect and review artifacts produced by teams and individual team members, and provide immediate feedback and support as

needed. Everyone is held accountable for his/her active participation and contribution to our professional learning community and commitment to increase student learning. Caloosa Elementary teachers participate in collaborative learning communities to improve instruction and student learning. Caloosa teachers are actively engaged in our second year of implementation of the PLC process. Administrators have established high expectations for team collaboration and a common language for continuous improvement through professional learning communities. They have provided opportunities for common planning time which is necessary prerequisite for effective collaboration. Administrators have also provided strong foundational training for PLC team leaders through their participation in the Solution Tree PLC 2013 Orlando Summer Conference with Richard and Rebecca Du Four. In addition, all teachers have participated in school based PLC trainings during the last two years and all members of the school staff meet both formally and informally on a regular schedule to implement the PLC process. Caloosa Elementary teachers frequently collaborate to establish grade level expectations aligned to Florida Common Core State Standards, examine district curriculum guides, identify power standards for their grade levels, assess progress towards common goals, develop common assessments and equitable challenging projects, lessons, and activities throughout the curriculum. PLC team members also determine the types of assessments they will use to measure student learning and come to a consensus about the grade recorded on Pinnacle, our online district grade book, therefore ensuring uniformity across the grade levels. Our Caloosa Elementary PLC teams are in a continuous improvement cycle becoming more effective with each collaborative effort. The PLC process at Caloosa Elementary has had a very positive impact on student learning and staff development with an emphasis high quality collaboration in all matters regarding data analysis, curriculum, instruction, and assessment practices school wide. The Caloosa Elementary SharePoint site is the established communication tool for sharing curriculum and instructional resources resulting from team collaboration. Our administration continues to strengthen the PLC process at Caloosa Elementary by developing leadership capacities among staff members through regularly scheduled PLC Leadership Team and Grade Level Team Meetings, and providing ongoing support and professional development for all staff members. Caloosa Elementary teachers implement the school's instructional process in support of student learning. All teachers use an instructional process that informs students of learning expectations and standards of performance. High standards of performance are evident through rigorous learning activities that challenge and engage students at their instructional level. Every classroom has clearly posted PBS classroom rules, consequences, and rewards; behavior tracking charts, individual and group data monitoring graphs and charts, daily learning objectives, and home learning opportunities. Math and Literacy flexible small groups, center rotations, learning activities, and materials are organized and clearly labeled. Students understand classroom behavior and learning expectations and move from one activity to another smoothly with purpose and direction. Caloosa Elementary teachers create exemplars including example and non-examples to guide and inform students. Student work samples meeting high standards are shared, posted, and celebrated. Students receive specific and timely feedback about their learning through student teacher conferences, discussions, and re-teaching opportunities. Teachers use technology such as Smart boards, LCD projectors, and document cameras to facilitate modeling and guide students through step by step directions and learning activities. Graphic organizers and concepts maps are used to illustrate key ideas and concept connections. Caloosa Elementary teachers rely on multiple measures, including formative and summative assessments, authentic assessments and portfolios, student work samples, oral presentations, written work, teacher observations and student conferences to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.

## **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**

Caloosa Elementary teachers use data to provide and differentiate instruction to meet the diverse needs of students. Data drives informed instructional decision making and researched based strategies are the tools for success. Teachers implement strategies that address a variety of student needs through careful attention to the study of multiple intelligences. We understand that students learn in different ways, have their own preferred learning styles, and demonstrate different strengths such as verbal linguistic, logical mathematical, visual spatial, bodily kinesthetic, naturalistic, interpersonal, and intrapersonal intelligences. Teachers recognize these different types of intelligences as opportunities to engage students in meaningful ways, match activities to learners, develop activities to stretch learners, and celebrate their unique differences.

Teachers also personalize instructional strategies and interventions to address the needs of English Language Learners (ELL), Exceptional Education students (ESE), and struggling students participating in the process of Response to Intervention (MTSS/RTI). Exceptional Students Education (ESE) strategies include providing oral presentation of directions, instructions, and test items for students, monitoring student's work to ensure that they are marking the appropriate spaces, providing extended time for activities and assessments, paper grids such as graph paper to organize computation, highlighting key items on text, planners for writing, text chunking, rereading and close reading activities, breaking assignments into manageable parts, providing study aids, graphic organizers, using repetition, summarizing and clarifying directions and concepts to increase understanding, providing opportunities for students to paraphrase ideas to increase understanding and individual clarification as needed. English Language Learner strategies include pairing up the ELL learner with a partner, using realia, making use of all senses by allowing students opportunities to touch, smell, see, hear, and taste when appropriate, giving the student opportunities to participate in all activities to the best of their ability, giving ELL learners many opportunities for listening and speaking, giving support and encouragement, providing them with meaningful tasks, and creating a positive classroom environment where they feel it is safe to experiment with learning. Gifted Education strategies include curriculum compacting and enrichment. Caloosa Elementary students who receive gifted educational services participate in enrichment activities through project based learning. WIN Time, the school wide intervention program also allows for differentiation by meeting students in their greatest area of need including both intensive intervention and enrichment opportunities.

Furthermore, Caloosa Elementary teachers implement research based strategies which include but are not limited to: Backward Design Planning for Learning, Florida's Comprehensive Instructional Sequence (CIS) for content area literacy and close reading instruction model, UNRAVEL for reading comprehension, the Florida Reading Model, literacy strategies from Just Read Florida Learn, strategies from the Florida Center for Reading Research (FCRR) addressing Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension instruction, Richard and Rebecca DuFour's Professional Learning Communities (PLC) strategies, Marzano's Classroom Instruction research based strategies, Fred Jones's Tools for Teaching strategies, Doug Fisher and Nancy Fray's Gradual Release of Responsibility Model also known as "I Do, You Do, We Do", and David Hyerle's Thinking Maps and Kagan Cooperative Learning structures for learning. Teachers provide explicit systematic instruction using a variety of instructional strategies in all subject areas with opportunities for repetition and spiral review at designated check points along the way.

Teachers use technology as an instructional resource and provide opportunities for students to use technology as a learning tool. Computer based learning programs assist learners with special needs as they organize their ideas in writing and others reinforce standards with engaging practice activities in Math, Literacy, Science and Social Studies. Students and teachers use concrete objects to model and solve real world problems as they move instruction from a continuum of concrete, representational, and abstract thinking. Teachers provide students with opportunities to conduct Science observations and investigations, write for a variety of reasons across content areas, learn

through interdisciplinary units and projects, and demonstrate application of knowledge through authentic assessments, portfolios, and writing tasks.

**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:** 230,400

The opportunity for increased learning time will consist of an Extended Day program offered 2 days per week (Tuesday/Thursday) between the dates of January 7, 2015 and April 17, 2015. The program will service 30 Third grade students who have been identified through our data analysis process to be in need of extended day instructional support. The focus will be on providing students with intensive reading and math strategies.

### **Strategy Rationale**

Extended school day will provide additional opportunities for learning to students in our target populations.

### **Strategy Purpose(s)**

- Instruction in core academic subjects

### **Person(s) responsible for monitoring implementation of the strategy**

Lowry, Diana, dianajl@leeschools.net

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

Data sources include STAR test reports, summative and formative assessment data, grade level rosters with demographic and standardized testing information, and teacher observation. Data is used to identify needs, form groups, identify the standards based focus, identify available resources, and research based strategies most likely to meet the needs of the target population. At the end of the program, data is collected to measure gains.

## **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**

Each May, an orientation meeting is held with all incoming kindergarten students and their families. This orientation is to familiarize families with their new school, some processes and expectations for the upcoming year.

Additionally, all incoming kindergarten students are screened prior to the start of the year in the areas of Basic Skills, School Readiness, Print/Letter Knowledge, Phonological Awareness, and Basic Number Concepts. This data is used to plan daily academic groups/instruction, social/emotional instruction, and for groups of students who may need intervention beyond the core instruction.

Parents and students are encouraged to visit their new classroom teacher during Open House at the beginning of the school year. During these meet and greet sessions teachers and students have the opportunity to connect before official first day of school. Teachers share highlights of the upcoming year including curriculum and instruction, support services, and resources. Parents and students can

learn more about school policies, schedule a meeting with the new teacher, purchase the student planner and uniforms at discount prices, learn about the Sunset and Sunrise child care program, transportation, and lunch applications.

By the end of the year, Fifth graders visit the middle school next door for an engaging presentation and walk through as they prepare to transition in to sixth grade. Parents and students are encouraged to visit different schools as they transition from one level to another to help them make well informed choices when selecting schools.

Caloosa Elementary students in K-5 prepare for college and career through fidelity to the implementation of the new and more rigorous Florida Sunshine State Standards. Partnerships with local teacher college programs allows our students the opportunity to meet role models and learn more about advanced education. Partnerships with local community resources such as the Mosquito Control, Water Safety, the Florida Children's Theater Group, and the local Police and Fire Departments, allow our students the opportunity to learn valuable lessons about safety while also learning about possible future career options.

### **College and Career Readiness**

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

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

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

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

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

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

## Strategic Goals Detail

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



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

G038903

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	83.0
AMO Math - African American	72.0
AMO Math - ED	82.0
AMO Math - ELL	68.0
AMO Math - Hispanic	81.0
AMO Math - SWD	63.0
AMO Math - White	86.0
Math Gains	85.0
Math Lowest 25% Gains	85.0
AMO Reading - All Students	81.0
AMO Reading - African American	70.0
AMO Reading - ED	76.0
AMO Reading - ELL	51.0
AMO Reading - Hispanic	75.0
AMO Reading - SWD	57.0
AMO Reading - White	85.0
ELA/Reading Gains	70.0
ELA/Reading Lowest 25% Gains	79.0
FCAT 2.0 Science Proficiency	60.0

**Resources Available to Support the Goal** 2

- Sources of knowledge: Curriculum (Curriculum Specialist, Professional Development Resource Teacher, Cadre Members, Math, Literacy, Science, ESE, ELL Contacts, Teachers) Data Analysis Assistance (Ochoa, Page, Lowry) Performance Matters Assistance (Page, Ochoa, Lowry) Renaissance Learning (STAR) Assistance (Page, Lowry) Professional Learning Communities (School Leadership Team) District Master Teacher's District Pacing Guides District Online Information Systems and Curriculum site District adopted materials FLDOE - FL Standards and resources FL Positive Behavior Support (online resources) and PBS team District ESE Specialist and school based chairperson Marzano's Reflective Teacher Strategies Series Charlotte Daniel's Framework for Teaching Davide Hyerle's - Thinking Maps Dufour's - Professional Learning Community's At Work
- Time: Master Block Schedule (Lowry) Common Planning (Lowry, Markgraf) Flexible Work Schedule (Lowry, Markgraf) Waiver Day for professional development (Markgraf)
- Academic Support: WIN (What I Need time) school wide intervention and/or enrichment program (All teachers, Support Personnel, Curriculum Specialist) Extended Day program (Lowry, Teachers) MTSS Team (Curriculum Specialist, Lowry, Teachers) Established Individual Educational Plan goals (IEP's) Sunrise /Sunset Enrichment and Childcare programs Paraprofessionals Parental Involvement Volunteer program
- Social Emotional Supports: Full Time Behavior Specialist (Crystal Dormer) Guidance Counselor (Marcel Algernon) Small Group Counseling (Marcel Algernon) Social skills training and support (Marcel Algernon and Teachers) PEACE Team (Marcel Algernon) PBS school wide system (Marcel Algernon, Diana Lowry) MTSS Team ESE Team ELL committee Teacher Mentors

- Sources of additional non-district funding: Strong & Active PTO Sunrise/Sunset Program

### Targeted Barriers to Achieving the Goal 3

- Systems for Learning -continuing to refine -Need to target ALL students regardless of proficiency

### Plan to Monitor Progress Toward G1. 8

Monitoring for progress toward meeting the goals will be achieved through targets established via SMART goals developed by each grade level team using school wide and grade level specific data. These goals will then be used by teacher's as they work to create aligned classroom SMART goals. Students will create learning goals aligned to the classroom goals and will monitor their own progress using classroom data folders. Data in the form of summative and formative assessments will be collected throughout the year by each team to measure short and long term progress towards the goals.

The goals will be stated as:

Reading:

The number of students meeting expectations on the reading assessments will increase from \_\_\_\_\_% to at least \_\_\_\_\_% by the end of the year.

Math:

The number of students meeting expectations on math assessments will increase from \_\_\_\_\_% to at least \_\_\_\_\_% by the end of the year.

Teachers will also write short term SMART goals for units identified and monitored in the electronic data workbook.

#### **Person Responsible**

#### **Schedule**

On 6/5/2015

#### **Evidence of Completion**

Schoolwide, grade level, and classroom goal sheets will be maintained in both teachers' and administrators' data binders. Students will maintain data folders and be able to explain personal learning goals in student friendly language. The PBS team and attendance clerk will provide feedback to the leadership team as to weekly behavior referrals and school wide attendance summaries. The MTSS Literacy Specialist will monitor records of student progress with interventions, the Professional Development Coach will maintain evidence of professional learning and growth teacher via observation, teacher reflection notes, and one on one coaching. Teachers will maintain accurate lesson plans, student work samples, data monitoring records, parental communication records, strategy implementation logs, team collaboration logs, and Electronic PLC data workbooks as evidence of continuous improvement and effort towards being the established goals.

## Action Plan for Improvement

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

### Problem Solving Key


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

**1** = Problem Solving Step       S123456 = Quick Key


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

 G038903

**G1.B6** Systems for Learning -continuing to refine -Need to target ALL students regardless of proficiency **2**

 B093574

**G1.B6.S1** WIN Time (What I Need) is a 30 minute school wide daily intervention and/or enrichment program. PLC teams use student data to identify needs across the grade level, group them for instruction, identify effective strategies, identify resources, implement and monitor progress. Groups are flexible allowing students to move from one group to another as needed, yet consistent to provide group stability and allow time to achieve desired results. Groups focus on specific areas of need for approximately 4 to 6 weeks measuring progress with pre and post assessments. Strategies are monitored and adapted as needed during the instructional window. All available instructional and support personnel are utilized during WIN Time in order to provide our most delicate learners the opportunity for intensive interventions in small group settings. **4**

 S104618

### Strategy Rationale

Focused, data driven, standards based instruction will improve student learning and help to close the achievement gap.

### Action Step 1 **5**

Create a 30 minute block during the school day to implement intensive interventions for all learners from kindergarten to grade five. This intensive intervention block will be fluid through out the year, based on the needs of the students at data checkpoints during the year.

### Person Responsible

### Schedule

Daily, from 9/15/2014 to 6/5/2015

### Evidence of Completion

The master schedule will provide evidence of the WIN block. Lists of groups will be maintained on the school sharepoint. Inservice records will document training.

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

Monitoring for Fidelity of Implementation will be conducted as follows:

Weekly monitoring of teacher lesson plans on Oncourse

Weekly collaboration among grade level teams will be monitored via products created by the teams during PLC meetings and leadership team visits on a rotating schedule

Daily administrative classroom walkthroughs will be conducted for fidelity of implementation

Instructional rounds (classroom visits) will be conducted by teachers among their peers

Weekly leadership team meetings will be conducted with grade level team leaders

Professional development, modeling, and coaching will be conducted by the professional development coach, Monitoring of MTSS strategies and plans will be conducted by the Literacy Specialist

Data monitoring of data support school applications will be conducted weekly by data facilitator, teacher teams, the teacher leadership teams, and administration

Weekly monitoring will be conducted of the student data folders, classroom data walls, and the electronic PLC data process workbooks

**Person Responsible**

Shelley Markgraf

**Schedule**

Weekly, from 8/18/2014 to 6/5/2015

***Evidence of Completion***

Classroom Walkthrough Observations, OnCourse lesson plans, digital pictures, summative and formative assessment data, team generated products, and student, teacher, team feedback.

**Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7**

Baseline and Midyear data is monitored for effectiveness and adjusted as needed in a cycle of continuous improvement. Formative and summative assessments will be administered to measure effectiveness during the school wide WIN Time intervention and enrichment program as well as daily classroom instruction following the district approved academic plan. Data from STAR testing, MTSS, PBS, and Classroom Dojo will be monitored regularly to measure progress and effectiveness.

**Person Responsible**

Shelley Markgraf


**Schedule**

On 6/5/2015

***Evidence of Completion***

Effectiveness will be measured by student learning gains as evidenced in student work samples and summative assessments. In addition, PLC team products, team feedback, student and parent surveys, reduction in behavioral referrals (PBS), increased attendance, and Performance Matters data reports will also serve as evidence of student learning.

**G1.B6.S2** Caloosa Elementary teachers will engage in district and school based professional development opportunities to increase student achievement. 4

 S119188

### **Strategy Rationale**

The level of knowledge and expertise a classroom teacher possesses has a direct correlation to student achievement. Our teachers need to continue to grow professionally in order to meet the needs of their diverse student populations. Professional Development in research based strategies with an emphasis on classroom application will help improve student learning.

**Action Step 1** 5

Caloosa Elementary Teachers will engage in professional development activities on research based high yield strategies to increase student achievement. District approved Professional Development plans include a focus on college and career readiness, priority shifts in PD, purposes, capacities, deliverables, of the PD system, evaluation practices of the PD system. Caloosa will engage in a TIGHT and LOOSE training plan. The TIGHT components are district required and aligned to all policies of the FLDOE District Development Plan Policies. The LOOSE components are in response to evidence of need at the school level. All trainings focus on increasing student achievement and research based. Caloosa Elementary will develop and implement a Professional Development Plan of action to increase student learning through teacher knowledge and experience working with effective research based strategies that increase student achievement. These learning opportunities include DuFour's Critical Elements of a PLC, Data analysis, use, and monitoring protocols, Backwards Design Planning using FL State Standards and District Curriculum planning guides, Thinking Skills, Thinking Maps, District Writing plan, Marzano's Reflective Teacher Strategies, and Instructional Rounds.

**TIGHT TRAINING COMPONENTS AS PER DISTRICT**

August 13 Standards Based Instruction through Backwards Design  
August 13 ELA Backwards Design  
August 14 Math Backwards Design  
August 15 PLC Training  
August 25 MTSS (Part 1)  
September 8 MTSS (Part 2)  
October 6 Critical Thinking Part 1  
October 27 Prek to 12 District Writing Plan  
November 3 Prek to 12 District Writing Plan  
November 12 Prek to 12 Writing - Rangefinder PD  
November 24 Critical Thinking Skills Part 2  
December 1 Bring Your Own Device  
December 8 Bring Your Own Device  
January 12 Critical Thinking Skills Part 3  
January 19 Prek District Writing Plan (Part 3)  
January 26 Bring Your Own Device  
February 2 Bring Your Own Device  
February 18 Prek to 12 Writing - Rangefinder PD  
March 9 Bring Your Own Device  
March 16 Bring Your Own Device  
March 23 Prek to 12 District Writing Plan  
April 8 Prek to 12 District Writing Plan  
April 20 Critical Thinking Skills  
May 4 Prek to 12 District Writing Plan

**LOOSE TRAINING COMPONENTS**

September 15 Marzano: Becoming a Reflective Teacher (Part 1)  
September 22 Marzano: Designing and Teaching student learning goals  
September 29 Marzano: Developing Formative Assessments  
October 13 Thinking Maps Follow Up  
November 17 Marzano: Questioning Sequences in the Classroom  
December 15 & January 5 Marzano: The Highly Engaged Classroom  
February 9 Thinking Maps  
February 23 & March 2: Teaching with Technology, Kagan Infusion  
April 13 Thinking Maps

May 11 Thinking Maps  
Instructional Rounds- Quarter 1, 2, 3 and 4

**Person Responsible**

Robyn Heller

**Schedule**

Weekly, from 8/15/2014 to 6/5/2015

**Evidence of Completion**

The master professional development calendar will provide evidence of strategic planning for inservice trainings, leadership team meetings, and team chats. In-service records will provide evidence of teacher learning opportunities. PLC team products, student work samples, teacher and student feedback, classroom visits and observations will all provide evidence of implementation. Student learning gains in documented data cycles will provide evidence of the effectiveness of this action step.

**Plan to Monitor Fidelity of Implementation of G1.B6.S2 6**

School administrators will monitor all professional development activities to ensure fidelity and implementation.

**Person Responsible**

Shelley Markgraf

**Schedule**

Weekly, from 8/13/2014 to 6/5/2015

**Evidence of Completion**

School administrators will conduct classroom walkthrough on a regular basis gathering evidence of student learning as documented through student work samples, classroom observations, and data monitoring. In addition, the Literacy Specialist and Professional Development Resource Teacher will also visit classrooms on a regular schedule to provide support with implementation of research based strategies. All teachers will engage in classroom visitation of peers through instructional rounds adding another layer of accountability for the implementation of research based strategies presented in teacher training. Weekly leadership team meetings with team leaders will provide feedback of progress towards our goal.



**Plan to Monitor Effectiveness of Implementation of G1.B6.S2 7**

This strategy will be monitored for effectiveness on a weekly basis through close data monitoring of student learning.

**Person Responsible**

Shelley Markgraf

**Schedule**

Weekly, from 8/18/2014 to 6/5/2015

**Evidence of Completion**

Caloosa Elementary will monitor the effectiveness of this strategy by gathering data from different sources such as teacher feedback in PLC and Leadership team meetings, and students feedback through evidence of learning. Evidence of students achievement gains will be collected via WIN group pre and post assessments, as well as formative and summative school based and district assessments.

**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.B6.S1.A1	Create a 30 minute block during the school day to implement intensive interventions for all learners from kindergarten to grade five. This intensive intervention block will be fluid through out the year, based on the needs of the students at data checkpoints during the year.		9/15/2014	The master schedule will provide evidence of the WIN block. Lists of groups will be maintained on the school sharepoint. Inservice records will document training.	6/5/2015 daily
G1.B6.S2.A1	Caloosa Elementary Teachers will engage in professional development activities on research based high yield strategies to increase student achievement. District approved Professional Development plans include a focus on college and career readiness, priority shifts in PD, purposes, capacities, deliverables, of the PD system, evaluation practices of the PD system. Caloosa will engage in a TIGHT and LOOSE training plan. The TIGHT components are district required and aligned to all policies of the FLDOE District Development Plan Policies. The LOOSE components are in response to evidence of need at the school level. All trainings focus on increasing student achievement and research based. Caloosa Elementary will develop and implement a Professional Development Plan of action to increase student learning through teacher knowledge and experience working with effective research based strategies that increase	Heller, Robyn	8/15/2014	The master professional development calendar will provide evidence of strategic planning for inservice trainings, leadership team meetings, and team chats. In-service records will provide evidence of teacher learning opportunities. PLC team products, student work samples, teacher and student feedback, classroom visits and observations will all provide evidence of implementation. Student learning gains in documented data cycles will provide evidence of the effectiveness of this action step.	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	<p>student achievement. These learning opportunities include DuFour's Critical Elements of a PLC, Data analysis, use, and monitoring protocols, Backwards Design Planning using FL State Standards and District Curriculum planning guides, Thinking Skills, Thinking Maps, District Writing plan, Marzano's Reflective Teacher Strategies, and Instructional Rounds. TIGHT TRAINING COMPONENTS AS PER DISTRICT August 13 Standards Based Instruction through Backwards Design August 13 ELA Backwards Design August 14 Math Backwards Design August 15 PLC Training August 25 MTSS (Part 1) September 8 MTSS (Part 2) October 6 Critical Thinking Part 1 October 27 Prek to 12 District Writing Plan November 3 Prek to 12 District Writing Plan November 12 Prek to 12 Writing - Rangefinder PD November 24 Critical Thinking Skills Part 2 December 1 Bring Your Own Device December 8 Bring Your Own Device January 12 Critical Thinking Skills Part 3 January 19 Prek District Writing Plan (Part 3) January 26 Bring Your Own Device February 2 Bring Your Own Device February 18 Prek to 12 Writing - Rangefinder PD March 9 Bring Your Own Device March 16 Bring Your Own Device March 23 Prek to 12 District Writing Plan April 8 Prek to 12 District Writing Plan April 20 Critical Thinking Skills May 4 Prek to 12 District Writing Plan LOOSE TRAINING COMPONENTS September 15 Marzano: Becoming a Reflective Teacher (Part 1) September 22 Marzano: Designing and Teaching student learning goals September 29 Marzano: Developing Formative Assessments October 13 Thinking Maps Follow Up November 17 Marzano: Questioning Sequences in the Classroom December 15 &amp; January 5 Marzano: The Highly Engaged Classroom February 9 Thinking Maps February 23 &amp; March 2: Teaching with Technology, Kagan Infusion April 13 Thinking Maps May 11 Thinking Maps Instructional Rounds- Quarter 1, 2, 3 and 4</p>				
G1.MA1	<p>Monitoring for progress toward meeting the goals will be achieved through targets established via SMART goals developed by each grade level team using school wide and grade level specific data. These goals will then be used by teacher's as they work to create aligned classroom SMART goals. Students will create learning goals aligned to the classroom goals and will monitor their own progress using classroom data folders. Data in the form of summative and formative</p>		9/12/2014	<p>Schoolwide, grade level, and classroom goal sheets will be maintained in both teachers' and administrators' data binders. Students will maintain data folders and be able to explain personal learning goals in student friendly language. The PBS team and attendance clerk will provide feedback to the leadership team as to weekly behavior referrals and school wide attendance summaries. The MTSS Literacy Specialist will monitor records of student progress with interventions,</p>	6/5/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	assessments will be collected throughout the year by each team to measure short and long term progress towards the goals. The goals will be stated as: Reading: The number of students meeting expectations on the reading assessments will increase from _____% to at least _____% by the end of the year. Math: The number of students meeting expectations on math assessments will increase from _____% to at least _____% by the end of the year. Teachers will also write short term SMART goals for units identified and monitored in the electronic data workbook.			the Professional Development Coach will maintain evidence of professional learning and growth teacher via observation, teacher reflection notes, and one on one coaching. Teachers will maintain accurate lesson plans, student work samples, data monitoring records, parental communication records, strategy implementation logs, team collaboration logs, and Electronic PLC data workbooks as evidence of continuous improvement and effort towards being the established goals.	
G1.B6.S1.MA1	Baseline and Midyear data is monitored for effectiveness and adjusted as needed in a cycle of continuous improvement. Formative and summative assessments will be administered to measure effectiveness during the school wide WIN Time intervention and enrichment program as well as daily classroom instruction following the district approved academic plan. Data from STAR testing, MTSS, PBS, and Classroom Dojo will be monitored regularly to measure progress and effectiveness.	Markgraf, Shelley	8/18/2014	Effectiveness will be measured by student learning gains as evidenced in student work samples and summative assessments. In addition, PLC team products, team feedback, student and parent surveys, reduction in behavioral referrals (PBS), increased attendance, and Performance Matters data reports will also serve as evidence of student learning.	6/5/2015 one-time
G1.B6.S1.MA1	Monitoring for Fidelity of Implementation will be conducted as follows: Weekly monitoring of teacher lesson plans on Oncourse Weekly collaboration among grade level teams will be monitored via products created by the teams during PLC meetings and leadership team visits on a rotating schedule Daily administrative classroom walkthroughs will be conducted for fidelity of implementation Instructional rounds (classroom visits) will be conducted by teachers among their peers Weekly leadership team meetings will be conducted with grade level team leaders Professional development, modeling, and coaching will be conducted by the professional development coach, Monitoring of MTSS strategies and plans will be conducted by the Literacy Specialist Data monitoring of data support school applications will be conducted weekly by data facilitator, teacher teams, the teacher leadership teams, and administration Weekly monitoring will be conducted of the student data folders, classroom data walls, and the electronic PLC data process workbooks	Markgraf, Shelley	8/18/2014	Classroom Walkthrough Observations, OnCourse lesson plans, digital pictures, summative and formative assessment data, team generated products, and student, teacher, team feedback.	6/5/2015 weekly
G1.B6.S2.MA1	This strategy will be monitored for effectiveness on a weekly basis through close data monitoring of student learning.	Markgraf, Shelley	8/18/2014	Caloosa Elementary will monitor the effectiveness of this strategy by gathering data from different sources such as teacher feedback in PLC and Leadership team meetings, and students feedback through evidence of learning. Evidence of students	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				achievement gains will be collected via WIN group pre and post assessments, as well as formative and summative school based and district assessments.	
G1.B6.S2.MA1	School administrators will monitor all professional development activities to ensure fidelity and implementation.	Markgraf, Shelley	8/13/2014	School administrators will conduct classroom walkthrough on a regular basis gathering evidence of student learning as documented through student work samples, classroom observations, and data monitoring. In addition, the Literacy Specialist and Professional Development Resource Teacher will also visit classrooms on a regular schedule to provide support with implementation of research based strategies. All teachers will engage in classroom visitation of peers through instructional rounds adding another layer of accountability for the implementation of research based strategies presented in teacher training. Weekly leadership team meetings with team leaders will provide feedback of progress towards our goal.	6/5/2015 weekly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

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

#### G1.B6 Systems for Learning -continuing to refine -Need to target ALL students regardless of proficiency

**G1.B6.S1** WIN Time (What I Need) is a 30 minute school wide daily intervention and/or enrichment program. PLC teams use student data to identify needs across the grade level, group them for instruction, identify effective strategies, identify resources, implement and monitor progress. Groups are flexible allowing students to move from one group to another as needed, yet consistent to provide group stability and allow time to achieve desired results. Groups focus on specific areas of need for approximately 4 to 6 weeks measuring progress with pre and post assessments. Strategies are monitored and adapted as needed during the instructional window. All available instructional and support personnel are utilized during WIN Time in order to provide our most delicate learners the opportunity for intensive interventions in small group settings.

#### PD Opportunity 1

Create a 30 minute block during the school day to implement intensive interventions for all learners from kindergarten to grade five. This intensive intervention block will be fluid through out the year, based on the needs of the students at data checkpoints during the year.

#### Facilitator

Diana Lowry, Assistant Principal

#### Participants

Kindergarten: Tiffany Moore, Allison Randall, Crystal Hatziyianis, Stephanie Osterhouse, Jamie Schmitt, Lisa Sgambati, Allison Ross  
First Grade: Erin Rossell, Megan Berkley, Mayra Vaughn, Amanda Devitt, Jennifer Skocik, Samantha Kirby, Jackie Dixon, Letty Kovacs  
Second Grade: Laura Jordan, Stacy Pappas, Valerie Munoz, Lynette Carwana, Marcia Weeks, Jennifer Pietronigro, Wendy Walters-Hass, Melissa Gilbert  
Third Grade: Bonnie Pelhke, Wendy Chapman, Preston, Allison McCarraher, Debbie Barbosa, Kim Murphey, Barbara Topham, Jason McCarraher  
Fourth Grade: Heidi Fizer, Amanda Stansell, Mark Olson, Elvira Padron, Candace Ponce, Janice Sickels, Julie Fretter, Kim Jordan  
Fifth Grade: Heller, Shari Smith, Russ Morris, Michael Duron, Robert Bravard, LaDonna White

#### Schedule

Daily, from 9/15/2014 to 6/5/2015

**G1.B6.S2** Caloosa Elementary teachers will engage in district and school based professional development opportunities to increase student achievement.

### **PD Opportunity 1**

Caloosa Elementary Teachers will engage in professional development activities on research based high yield strategies to increase student achievement. District approved Professional Development plans include a focus on college and career readiness, priority shifts in PD, purposes, capacities, deliverables, of the PD system, evaluation practices of the PD system. Caloosa will engage in a TIGHT and LOOSE training plan. The TIGHT components are district required and aligned to all policies of the FLDOE District Development Plan Policies. The LOOSE components are in response to evidence of need at the school level. All trainings focus on increasing student achievement and research based. Caloosa Elementary will develop and implement a Professional Development Plan of action to increase student learning through teacher knowledge and experience working with effective research based strategies that increase student achievement. These learning opportunities include DuFour's Critical Elements of a PLC, Data analysis, use, and monitoring protocols, Backwards Design Planning using FL State Standards and District Curriculum planning guides, Thinking Skills, Thinking Maps, District Writing plan, Marzano's Reflective Teacher Strategies, and Instructional Rounds. TIGHT TRAINING COMPONENTS AS PER DISTRICT August 13 Standards Based Instruction through Backwards Design August 13 ELA Backwards Design August 14 Math Backwards Design August 15 PLC Training August 25 MTSS (Part 1) September 8 MTSS (Part 2) October 6 Critical Thinking Part 1 October 27 Prek to 12 District Writing Plan November 3 Prek to 12 District Writing Plan November 12 Prek to 12 Writing - Rangefinder PD November 24 Critical Thinking Skills Part 2 December 1 Bring Your Own Device December 8 Bring Your Own Device January 12 Critical Thinking Skills Part 3 January 19 Prek District Writing Plan (Part 3) January 26 Bring Your Own Device February 2 Bring Your Own Device February 18 Prek to 12 Writing - Rangefinder PD March 9 Bring Your Own Device March 16 Bring Your Own Device March 23 Prek to 12 District Writing Plan April 8 Prek to 12 District Writing Plan April 20 Critical Thinking Skills May 4 Prek to 12 District Writing Plan LOOSE TRAINING COMPONENTS September 15 Marzano: Becoming a Reflective Teacher (Part 1) September 22 Marzano: Designing and Teaching student learning goals September 29 Marzano: Developing Formative Assessments October 13 Thinking Maps Follow Up November 17 Marzano: Questioning Sequences in the Classroom December 15 & January 5 Marzano: The Highly Engaged Classroom February 9 Thinking Maps February 23 & March 2: Teaching with Technology, Kagan Infusion April 13 Thinking Maps May 11 Thinking Maps Instructional Rounds- Quarter 1, 2, 3 and 4

#### **Facilitator**

Shelley Markgraf, Principal

#### **Participants**

The following teachers will participate in all of these planned activities: Kindergarten: Tiffany Moore, Allison Randall, Crystal Hatziyianis, Stephanie Osterhouse, Jamie Schmitt, Lisa Sgambati, Allison Ross First Grade: Erin Rossell, Megan Berkley, Mayra Vaughn, Amanda Devitt, Jennifer Skocik, Samantha Kirby, Jackie Dixon, Letty Kovacs Second Grade: Laura Jordan, Stacy Pappas, Valerie Munoz, Lynette Carwana, Marcia Weeks, Jennifer Pietronigro, Wendy Walters-Hass, Melissa Gilbert Third Grade: Bonnie Pelhke, Wendy Chapman, Preston, Allison McCarraher, Debbie Barbosa, Kim Murphey, Barbara Topham, Jason McCarraher Fourth Grade: Heidi Fizer, Amanda Stansell, Mark Olson, Elvira Padron, Candace Ponce, Janice Sickels, Julie Fretter, Kim Jordan Fifth Grade: Heller, Shari Smith, Russ Morris, Michael Duron, Robert Bravard, LaDonna White

**Schedule**

Weekly, from 8/15/2014 to 6/5/2015

## Technical Assistance Items

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



## Budget Rollup

Summary	
Description	Total
Grand Total	0