

Eden Park Elementary School

3650 WESTCLOX ST, Immokalee, FL 34142

[no web address on file]

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
99%

Alternative/ESE Center
No

Charter School
No

Minority
95%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	19
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	24
Appendix 1: Implementation Timeline	31
Appendix 2: Professional Development and Technical Assistance Outlines	33
Professional Development Opportunities	34
Technical Assistance Items	38
Appendix 3: Budget to Support Goals	39

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
Focus	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Student learning is the chief priority and all students can learn to their fullest potential. Students will develop their individual talents, critical thinking, and technology skills by being actively engaged in the learning process. Continuous commitment to improvement ensures that our students are well-rounded, self-directed, lifelong learners. By maintaining a safe learning environment, we provide the opportunity for students to be successful. Promoting high standards and expectations, teachers, administrators, parents, and the community share the responsibility for advancing the school's mission.

Provide the school's vision statement

Our vision, as a community, is to inspire a passion for learning and a value for education. Our students will possess the knowledge and skills that will assure their proficiency in problem solving, analytical and innovative thinking, and technology. They will be responsible citizens, lifelong learners, and will be prepared for a variety of career options.

School Environment

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

Applicants learn about the cultural representations within our school during the interview session. We discuss the implications to conferencing, homework, and instruction. Some of the ways we use to continue this awareness is by creating a Teacher-Student Mentor program; holding Family conferences/student-led conferences; conducting home visits; advertising and recruiting for PTO/SAC Membership, encouraging family attendance at school events, Family Movie Nights, Fall Festival Day, and inviting their presence into the school to be a part of their child's education. We celebrate students that demonstrate positive character traits through our Eden Park Bobcat recognition on the school hallway and morning news. Our teachers work to get to know their students through daily classroom interactions, eating lunch with small groups of students, and completing their ELL endorsement.

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

Eden Park Elementary practices safety through set rules and procedures established and maintained from the first day of school throughout the school year. Safety drills are practiced once a month. Bus evacuations are conducted twice a school year. School-wide rules, procedures, and expectations are reviewed daily on the morning news program. Students and staff can easily quote the expectations. The morning news program also provides us an opportunity to celebrate successes as a school family.

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

A team of volunteer teachers serve on the Positive Behavior Support (PBS) team with the school counselor as the coach and administrative presence/support at all meetings. The PBS school-wide expectations are posted throughout the school so they can be reinforced frequently. Classroom rules align with the three primary expectations. All teachers use Marzano and Kagan strategies to keep students engaged in their learning. Administrators re-teach specific expectations to students with infractions and referrals and make parent contact to support working as a team to help the student. school and parent can work together. Administrators return students with referrals to classrooms as soon as is feasibly possible to reinforce that students need to be in the classroom to learn. Infraction and referral data is reviewed annually and monthly with the PBS team, so that problem areas can be addressed through collaborative planning with the PBS team and administrators. New teachers receive a separate training on PBS school wide systems and have support available from their peers, mentors, school counselor, and administration..

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

The counselor meets with classes of students in all grade levels periodically throughout the year and has small counseling group sessions to meet the needs of students with similar issues. The counselor is a high profile person on campus, appearing on the morning news and consistently rewarding students for positive behaviors. The counselor is also in the Related Arts rotation for fourth grade so that students have opportunities to learn about positive peer relationships, good study habits, character traits, and career exploration. Teachers mentor students so that students learn there is always a "special person" they can confide in if needed. The counselor and administrators share information about students they are concerned about, and collaborative planning ensues to create a unique plan to support each student with special issues or needs. Parents, teachers, and the school psychologist get involved as needed. Finally, students are brought to an MTSS meeting if the resolution to the problem appears to require more intensive services (academically or behaviorally).

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

The Leadership Team meets weekly to analyze these factors utilizing the information from Data Warehouse and Student Pass. The MTSS team makes recommendations for next steps, including parent conferences, recommendation for Positive Behavior Support referral, change of placement and/or intervention, and Teacher Mentor. We pay particular attention to ELL and SWD who are already receiving services and still show on the Early Warning System.

Early Warning System:

Attendance below 90%

Arriving late to school more than 5 times, or leaving school early more than 5 times

Level 1 on FCAT math, reading, or writing

Lowest 25% in Reading and Math

One or more suspensions

One or more office and/or guidance referrals

Our Parent Resource Teacher works with our INSS Teacher to review second graders on the early warning list and create groups of parents to train (based on the needs of students). The Parent Resource Teacher places resources in the parents' hands after the training to best help the child.

Follow up is provided with both the classroom teacher and parent to ensure the child is making progress.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	17	14	13	10	5	8	67
One or more suspensions	10	7	2	1	2	2	24
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	7	24	30	61

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

Indicator	Grade Level				Total
	2	3	4	5	
Students exhibiting two or more indicators	2	6	6	17	31

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

Beside the MTSS process, we use a variety of research proven strategies to improve academic performance of at-risk students. They include, but are not limited to, creation of a Teacher-Student Mentor program, sending attendance letters and meetings with parents, positive reinforcement of good attendance, goal setting with 4th and 5th grade students, early parent-teacher conferences/ student-led conferences, utilizing the School Counselor for individuals, small groups, or parent conferences, analysis of intervention programs and formative assessments, and examining ways to motivate students and provide extra learning opportunities.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/205707>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

For many years Immokalee schools received the support of Immokalee farmers. However, in recent years the agricultural industry has changed and many of the farmers have left Immokalee. The few that have remained are stretched and "hit" by many schools for donations or support. Eden Park Elementary has very few partnerships within our small community but we have a lucrative partnership with the GPS Foundation for our after school programs. We work collaboratively to provide programs for K-3/3rd-5th

programs for students and provide dinner and transportation home. We have found this program to be of great assistance in maintaining a safe environment and student achievement.

Effective Leadership

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

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Salazar, Linda	Principal
Drilling, Kate	Assistant Principal
Meyer, Michele	Assistant Principal
Mason, Jori	Instructional Coach
Betancourt, Diane	Other
Magdaleno, Maribel	Instructional Coach
Martinez, Odelys	Guidance Counselor
Grimes, Elaine	Instructional Coach
Sanchez, Belinda	Instructional Coach

Duties

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

Eden Park MTSS team members include: Instructional Support Specialist, ELL Contact, ESE Resource Teachers, Title I Basic and Migrant funded Reading Resource Teachers, School Psychologist, School Counselor, S/L Therapist, and administrators. The MTSS Team closely monitors the lowest 25% through progress monitoring, lesson plans, and interventions. We also monitor (school wide) the quarterly benchmarks assessments data and use results to strengthen core instruction, guide instruction and intervention-reteach, and intensive. This information will be displayed by classroom on the centrally located Data Wall. Student data is used to invite students to participate in after school programs. Team members attend Ongoing Progress Monitoring meetings to determine students who need supplemental or intensive instruction.

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

Eden Park Elementary uses a tiered model of delivery of instruction (core, supplemental, and intensive) Problem solving team meetings occur after each on-going progress monitoring meeting to determine students and teachers who require additional support as evidenced by most recent data collection. Quarterly benchmark assessments are used to determine fidelity to rigorous core instruction. Increasing percentages of students meeting proficiency levels will indicate a stronger core program. Lesson plan reviews, teacher observations, and examination of student work will reinforce data.

Data during progress monitoring meeting is collected in reading (F/P level, accuracy rate, DRA, SRI, FAIR, QBA), math (QBA), science (QBA), and writing (prompts). Data is used to determine if individual students are meeting district targets or making appropriate progress toward those targets. Evidence based interventions are used by Resource Teachers to provide supplemental or intensive instruction to students who do not respond to strong core instruction. Academic coaches provide coaching cycles to support teachers whose data or classroom observations indicate a need for assistance.

Program Coordination:

The Collier County School district provides a systematic and strategic approach to providing services through the District Strategic Plan, 3 Year Academic Plan, and the K-12 Comprehensive Reading Plan. Goals and objectives of each program and department are aligned with these overarching district plans. Additionally:

Title I Parts A, C, D, and School Improvements (1003a and 1003g) Title II, Part A and Title III are managed out of the same Federal and State Grants Office in Collier County. They share administrative staff so that oversight, coordination, budgeting, staffing, and monitoring are efficiently and effectively coordinated. In addition to informal communications, monthly formal administrative meetings are held to discuss program needs, issues and coordinate efforts.

Support staff of the Title I Part A, Title I Part C, Title I Part D, and Title X programs meet regularly to coordinate efforts and receive joint staff development for improving their services. Regularly scheduled Curriculum and Instruction department meetings are scheduled that include district level program coordinators, including IDEA, Perkins, Head Start, Supplemental Academic Instruction, Advanced Placement Initiative, Career and Technical education.

Supplemental Staffing and Services:

Title X, LEA, Title I Basic, Title I Migrant coordinate services to assist homeless children, to resolve problems concerning registration and provide support services at all schools. Title I and District jointly fund the Homeless Liaison staff position to support homeless students in all public schools. The LEA provides services in coordination with the McKinney-Vento Homeless Assistance Act.

Title I Migrant, Title I Basic, Title III funds are coordinated to provide at risk students with supplemental instructional support and resources, such as, Tutors and Resource Teachers.

Title I Migrant and school collaboration occurs with local dentists to provide dental cleanings and services at no cost to migrant students in need.

Coordination occurs with Homeless Liaison staff and Title I staff in identifying eligible students and families that can be served as homeless. Title I Basic and Curriculum and Instruction coordinators collaborate in providing workshops and trainings to build the capacity of parents and foster strong connection and engagement between home and school.

Supplemental Staff Development:

Title I Basic, Title I SIG 1003a and 1003g, and Title II Part A funds are coordinated to provide customized staff development that ensures students receive high quality, differentiated instruction.

Title I Part A funds are used in collaboration with Title I SIG 1003g and 1003a, Title II Part A and Reading Categorical to fund Reading Coaches at all schools. Title I Part A and Title I SIG 1003g/1003a funds are used to provide additional Academic Coaches at Title I Elementary, Middle and High Schools. Supplemental coaches are provided to support lowest performing schools and those in differentiated Accountability Priority and Focus status.

Title I Part A, Title II Part A and IDEA fund exam reimbursements to ensure staff meet HQT requirements.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Linda Salazar	Principal
Olga Garza	Teacher
Lindsay Manders	Teacher
Margarita Alvarado	Parent
Cassandra Ramirez	Parent
Debbie Gonzalez	Parent
Sandra Ruiz	Parent

Duties

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

Evaluation of last year's school improvement plan

The School Advisory Council assists the principal in the development and evaluation of the school improvement plan. School Advisory Council also gives assistance to the school principal in developing and planning through input on:

- upcoming year's budget
- use of Title I funds
- Parent Involvement Plan
- Parent/Teacher Compact
- Alignment of resources to need as indicated by school data
- Parent needs assessment

Development of this school improvement plan

The School Advisory Council provided input after reviewing the end of year student state assessment results. As the plan is developed, it is presented to the SAC. SAC approves the final draft prior to it being submitted for School Board approval.

Preparation of the school's annual budget and plan

The School Advisory Council provided input after reviewing the end of year student state assessment results. As the plan is developed, it is presented to the SAC. SAC approves the final draft prior to it being submitted for School Board approval. The budget is aligned to the plan to ensure resources are placed according to need.

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

100% of the school improvement funds will be allocated to activities that support the school improvement funds (teacher professional development, etc.). Last school year \$1500 was transferred to the school for the purpose of providing substitutes for teachers to attend professional development.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Salazar, Linda	Principal
Drilling, Kate	Assistant Principal
Betancourt, Diane	Other
Grimes, Elaine	Instructional Coach
Magdaleno, Maribel	Instructional Coach
Martinez, Odelys	Guidance Counselor
Mason, Jori	Instructional Coach
Meyer, Michele	Assistant Principal
Sanchez, Belinda	Instructional Coach
Barnes, Ana	Teacher, K-12
Cavazos, Ramiro	Teacher, K-12
Doherty, Marta	Teacher, K-12
Garza, Olga	Teacher, K-12
Ordetx, Paul	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team supports the implementation of the District's K-12 Reading Plan. Improved instruction in reading through direct systematic instruction is our primary focus. Using small group instruction to target specific needs is a major component of our Reading program. The school's leadership team will assist in this process by monitoring lesson plans and analyzing benchmark data. The LLT will utilize classroom walkthrough data in order to make mid-course adjustments in instruction. This data will be also analyzed by the instructional coaches to drive coaching practices by modeling, planning, and professional learning communities.

Public and Collaborative Teaching

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

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Over the past few years, we have improved upon our collaborative planning model. This year, we introduced a planning model that will maximize teacher's strengths and professional development goals. The old collaborative planning model was roughly divided based on teacher preference; one teacher would be responsible for reading plans, one teacher responsible for math plans, one teacher for science, etc. However, this model led to having content "experts" and minimized the accountability of each teacher for all subject areas. This year, we are moving to a model where each teacher is responsible for a particular area across multiple content areas. The major areas we suggested are: vocabulary integration; higher order thinking questions/essential questions/unpacked standards/ ; pre/post-assessments; ELA connections; and data analysis. The teachers will be responsible for those areas for reading, math and science and will keep the role for up to one month. The teachers are expected to rotate the roles so that everyone is responsible for each area before the end of the year. The new model should improve the readiness level of the teachers, who will now all have to be familiar with the upcoming standards and content. Teachers will be able to address multiple areas of professional

development (instead of just one content area) and work to integrate strategies and skills across content areas.

Using the new model, it is still the expectation that each grade level meets once a week to plan for ELA/ social studies. Teams will also voluntarily meet once every two weeks to plan for science and math, but the sessions will be on alternating weeks. Teachers also participate in MTSS meetings providing current levels of performance for specific students comparing to current district targets.

In addition to collaborative planning within the grade levels, our teachers also meet once a month for vertical articulation planning and discussions. Every other month the teachers will meet in their SIP groups and monitor the SIP strategies and effectiveness. On alternate months, the teachers will meet in study groups to discuss articles, research and best practices. The study groups have been designed to address areas of collaborative planning and specific groups of students. The groups are: Writing; ELL/ Vocabulary; gifted; and ESE.

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

Our school has networked with a couple of FGCU professors who enjoy sending college interns to have their field experiences at Eden Park Elementary (Administration). Interns become accustomed to the family atmosphere at Eden Park and often return to begin their careers at the school. Once hired, teachers are provided with a mentor and team to support them. New teachers receive mentoring throughout the year through a new teacher program (Liz Starkweather and Lindsay Manders, Teacher Leaders). School morale is supported through various activities including Staff Member of the Month program (Michele Meyer: AP), regular staff recognition through email shout outs (administration and peers), and creating a culture of collegiality (administration and peers). Grade level teams receive support and leadership from four academic coaches at weekly collaborative planning meetings (Jori Mason, Math Coach, Maribel Magdaleno, Science Coach, Belinda Sanchez, Reading Coach, and Elaine Grimes, Reading Coach). Our school provides a variety of professional development for teachers and provides opportunities to observe model classrooms for instructional ideas and strategies (APs). We also provide two large planned events to celebrate our hard work. This provides the opportunity for teachers to come together outside of school and form friendships.

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

Mentors are selected based on expertise, successful experience and strengths. The pair will meet once a week to discuss any topic of mentee's choosing. Mentor will also observe mentee and provide him/her with feedback. Mentees also meet once a month with administrators and Resource Teachers who provide routine training. The principal will monitor this process.

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

District curriculum maps are based on Florida standards. Teachers have been trained on new math and language arts standards. During collaborative grade level discussions teachers examine the standard and level of complexity. This is for the purpose of understanding and unwrapping the standard to comprehend what students are to learn and do and determine the level of cognitive complexity for the instruction. Then they can determine what strategy should be used to best teach students and help them interact with the new knowledge. It is equally important for teachers to assign

a task that is at the same level of cognitive complexity as the standard. This will ensure an equal alignment to the Florida standards.

Instructional Strategies

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

Classroom data can be collected and used in a variety of methods. Collected informally it can be used to differentiate in the method of delivery of instruction. A small group of students responding incorrectly during guided instruction might be pulled during independent instruction for more intensive instruction or a different delivery of instruction. Students can be presented material based on their preference of learning (auditory, kinesthetic, visual). Some students begin the instruction at their point of readiness.

Data can also be used to enrich or accelerate the learning process, We have a system we call Ongoing Progress Monitoring. We collect various data and meet four times a school year to discuss the students and data. Here is the process and system:

- Sort the data.
- Develop a baseline
- Develop hypotheses as to why the group of students are not learning (this does not apply if it is a whole classroom or large group)
- Intervention(s) are designed to correct learning deficiencies
- Set specific target
- Evaluate

Grade level data meetings study student work samples to determine if interventions are working or not. Quality and quantity of the intervention is also studied at this time.

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

Strategy: After School Program

Minutes added to school year: 10,800

The After School Program is used to provide an additional hour of instruction beyond the normal school day for the purpose of providing intensive math instruction.

Strategy Rationale

Our math gains declined last school year. Our school has been able to integrate reading and writing throughout the curriculum but math still requires additional time.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Drilling, Kate, drillika@collierschools.com

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

Teachers assess students and collect the following data: Benchmark testing for math.

All data is submitted to Data Warehouse where it can be dis-aggregated for subgroups, by teacher, by grade-level, etc. Teachers also use the item-analysis feature in Data Warehouse to target specific areas of need on quarterly bench mark assessments.

At bi-monthly meetings with the school-based leadership team, teachers review their data and use the problem solving method to identify barriers and solutions for students or subgroups not showing appropriate progress. Bi-weekly, the grade-level teams meet to discuss student progress in core content areas. Teachers submit an action plan to provide the interventions or level of instruction (enrichment included) needed for progress. Within four weeks of instruction the grade level data teams meet to review current performance levels. If progress is still not notable, teacher will provide student work samples and respond to the following which teachers will use to put through the problem solving method:

1. What was the rate of improvement over time?
2. What is the discrepancy from expectations? From peers?
3. What has been the quality of the delivery of instruction and student responsiveness?
4. Have students been exposed to quality of instruction over a long enough period of time?

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

Eden Park implements a minimum of two transition activities for incoming kindergarten students and their families each year. The spring event includes an orientation for parents and students. At this event, parents and students meet the teachers, visit classrooms, learn about the expectations and the curriculum, and tour the school.

At the spring orientation, a booklet (available in multiple languages) is provided to all parents. This booklet is designed to help parents look at their child's physical, social, emotional, and cognitive development. It provides checklists and tips to help guide them as they work and play with their child.

The checklists contain items that are important to the child's success in kindergarten and are specifically designed for four-year-old. It also contains school enrollment information and suggestions for the first day of school.

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

College and Career Readiness

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

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

The common planning and collaboration of teachers enables them to meet across subjects student needs. Careers are discussed and students are shown the relevance of reading and writing to careers. All faculty and staff embrace the college and career paths by highlighting their degrees and accomplishments.

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

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If teacher instruction, questions and teacher/student discourse is at a high level of rigor, i.e., cognitive complexity, deep understanding and knowledge, then instruction will be consistent with the demands of Florida Standards.
- G2.** If teachers align the student tasks to the cognitive level of the standard and subsequent instruction so students are interacting with new knowledge appropriately then student achievement will be positively impacted.
- G3.** If teachers utilize knowledge of strategies for improving comprehension and critical thinking to build literacy success in social studies and science with ELL students then students' reading and comprehension levels will increase.
- G4.** Since literacy skills are the basis for comprehending content, if lesson plans and instruction will feature specific writing activities and strategies, e.g., notebooking, short/extended response writing, exit ticket, writing to learn, then students will write to articulate rather than write to complete an assignment and their reading comprehension will increase.

Strategic Goals Detail

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

G1. If teacher instruction, questions and teacher/student discourse is at a high level of rigor, i.e., cognitive complexity, deep understanding and knowledge, then instruction will be consistent with the demands of Florida Standards. 1a

G039034

Targets Supported 1b

Indicator	Annual Target
Math Gains	67.0
AMO Reading - ELL	45.0

Resources Available to Support the Goal 2

- Coaches, Resource Teachers, Webb's Depth of Knowledge, District Curriculum and Instruction Department, Textbooks, supplemental instructional materials and supplies, Curriculum Maps and Florida Standards

Targeted Barriers to Achieving the Goal 3

- Questions do not require deep understanding of the content. When higher order/deep understanding questions are used, students are not held accountable for answering at equally deep levels.

Plan to Monitor Progress Toward G1. 8

Benchmark assessment results, FAIR assessment results,

Person Responsible

Linda Salazar

Schedule

On 5/29/2015

Evidence of Completion

Assessment results

G2. If teachers align the student tasks to the cognitive level of the standard and subsequent instruction so students are interacting with new knowledge appropriately then student achievement will be positively impacted. 1a

G039035

Targets Supported 1b

Indicator	Annual Target
AMO Reading - ELL	45.0

Resources Available to Support the Goal 2

- Coaches provide guidance at weekly collaborative planning sessions.

Targeted Barriers to Achieving the Goal 3

- Collaborative planning takes time. Teachers also need to collect resources and supplies.

Plan to Monitor Progress Toward G2. 8

Progress monitoring will determine if results indicate strengthening of core instruction, success of supplemental or intensive instruction.

Person Responsible

Linda Salazar

Schedule

Quarterly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Quarterly assessment results will be collected, analyzed, and used to determine if goal has been achieved or the amount of progress toward the goal.

G3. If teachers utilize knowledge of strategies for improving comprehension and critical thinking to build literacy success in social studies and science with ELL students then students' reading and comprehension levels will increase. 1a

G039036

Targets Supported 1b

Indicator	Annual Target
AMO Reading - ELL	45.0

Resources Available to Support the Goal 2

- Coaches, Administration, District Curriculum and Instruction Department, Textbooks, Curriculum Maps, Assessment results, Multiple data sources

Targeted Barriers to Achieving the Goal 3

- Not all teachers have not been trained; nearly 20 new teachers in the building

Plan to Monitor Progress Toward G3. 8

walk throughs, informals, and formal observations

Person Responsible

Linda Salazar

Schedule

On 3/31/2015

Evidence of Completion

Observation feedback and results

G4. Since literacy skills are the basis for comprehending content, if lesson plans and instruction will feature specific writing activities and strategies, e.g., notebooking, short/extended response writing, exit ticket, writing to learn, then students will write to articulate rather than write to complete an assignment and their reading comprehension will increase. 1a

Targets Supported 1b

G039037

Indicator	Annual Target
AMO Reading - All Students	55.0

Resources Available to Support the Goal 2

- Coaches, Resource teachers, District Curriculum and Instruction Department, Textbooks, Curriculum Maps, supplemental instructional supplies

Targeted Barriers to Achieving the Goal 3

- Not all teachers have been trained in and/or use Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT).

Plan to Monitor Progress Toward G4. 8

Ongoing Progress Monitoring meetings, lesson plan monitoring, and classroom observations

Person Responsible

Linda Salazar

Schedule

Every 6 Weeks, from 9/5/2014 to 5/29/2015

Evidence of Completion

OPM results, lesson plan evidence, and observation results

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. If teacher instruction, questions and teacher/student discourse is at a high level of rigor, i.e., cognitive complexity, deep understanding and knowledge, then instruction will be consistent with the demands of Florida Standards. **1**

 G039034

G1.B1 Questions do not require deep understanding of the content. When higher order/deep understanding questions are used, students are not held accountable for answering at equally deep levels. **2**

 B093930

G1.B1.S1 If teachers engage students in work characterized by cognitively complex tasks that require them to • Process new information (summarizing, jigsaw, reciprocal teaching, concept attainment) • Examine similarities and differences • Examine errors in reasoning (persuasive writing on both sides of an issue, defend a position, identify errors in logic or misinformation) • Revise previous knowledge or understandings based on new information • Demonstrate new learning by summarizing, structured note-taking, journaling, notebooking, creating non-linguistic representations for new content (journals, notebooks, graphic organizers, pictures, pictographs, flow charts, mnemonics) then student achievement will increase. **4**

 S104981

Strategy Rationale

Action Step 1 **5**

Coaches will facilitate collaborative planning meetings with every grade level team

Person Responsible

Maribel Magdaleno

Schedule

Every 6 Weeks, from 9/5/2014 to 5/1/2015

Evidence of Completion

Lesson plans; PLC notes

Action Step 2 5

Administration initiates coaching cycle upon observing a teacher in need of support to guide instruction to the appropriate level of cognitive complexity. CTEM will document areas of improvement.

Person Responsible

Linda Salazar

Schedule

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

Evidence of Completion

Coaching cycle documentation, observations, use of school lesson rubric

Action Step 3 5

Administrator will observe teacher and debrief with teacher and coach to determine if teacher requires continued support.

Person Responsible

Linda Salazar

Schedule

On 5/29/2015

Evidence of Completion

Appropriate observation and coaching documentation

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

Administration will attend random collaborative planning meetings, monitoring lesson plans, review and approve coaching focus plans, observation schedule, pre- and post-observation meetings.

Person Responsible

Linda Salazar

Schedule

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

Evidence of Completion

Lesson plans, lesson plan rubric, coaching logs Observation results, debriefing, and feedback

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

Administration determines improvement based on evidence. Next steps for support outlined in expectations for job performance.

Person Responsible

Linda Salazar

Schedule

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

Evidence of Completion

Observation

G2. If teachers align the student tasks to the cognitive level of the standard and subsequent instruction so students are interacting with new knowledge appropriately then student achievement will be positively impacted. 1

 G039035

G2.B1 Collaborative planning takes time. Teachers also need to collect resources and supplies. 2

 B093931

G2.B1.S1 As teachers gain expertise using their resources and the new curriculum map it will take less time to plan collaboratively. 4

 S104982

Strategy Rationale

Action Step 1 5

Provide training on unwrapping the standards to determine what students need to know and do, determine content limits of the standard, and cognitive level of complexity.

Person Responsible

Elaine Grimes

Schedule

On 10/31/2014

Evidence of Completion

Lesson plans will be monitored to gauge progress toward goal of rigorous instruction with the student discourse and task aligned to the same level of cognitive complexity.

Action Step 2 5

Teachers will review resources to insure they are of the appropriate level of cognitive complexity and aligned to the current standard.

Person Responsible

Elaine Grimes

Schedule

On 5/29/2015

Evidence of Completion

Observations indicate only aligned appropriate resources are used in classrooms.

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

Administration will sit in on the unwrapping of standards training during collaborative planning sessions. Administration randomly attends planning sessions for the purpose of listening to discussions and monitoring for obstacles to success.

Person Responsible

Linda Salazar

Schedule

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

Evidence of Completion

Coaches log will indicate unwrapping the standards training or collaborative planning. Evidence of completion will include collaborative planning agendas and coaching logs.

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

Link between lesson plan and implementation i.e. observation Collier Teacher Evaluation Model (CTEM), DOK . Survey teachers to determine teacher efficacy in utilizing resources.

Person Responsible

Kate Drilling

Schedule

Every 6 Weeks, from 10/3/2014 to 5/29/2015

Evidence of Completion

Lesson plan feedback, observation feedback via post-observation conferences.

G3. If teachers utilize knowledge of strategies for improving comprehension and critical thinking to build literacy success in social studies and science with ELL students then students' reading and comprehension levels will increase. **1**

 G039036

G3.B1 Not all teachers have not been trained; nearly 20 new teachers in the building **2**

 B093932

G3.B1.S1 Principal will provide training and modeling. **4**

 S104983

Strategy Rationale

Typical ELL strategies shared with new teachers do not include highly effective strategies.

Action Step 1 **5**

Teachers receive training

Person Responsible

Linda Salazar

Schedule

Monthly, from 9/17/2014 to 12/12/2014

Evidence of Completion

Teachers will incorporate the Kagan structures they observed into their instruction.

Action Step 2 **5**

Teachers will incorporate a minimum of one strategy per social studies and science lesson per week. After the training teachers will be asked to return and discuss how students were able to:

- Interact with new knowledge
- Process new information
- Practice and deepen knowledge
- Collaboratively complete cognitively complex tasks

Person Responsible

Linda Salazar

Schedule

Monthly, from 9/17/2014 to 12/12/2014

Evidence of Completion

student work samples

Action Step 3 5

Teachers will differentiate the levels of support provided through small groups to meet the needs of students.

Person Responsible

Linda Salazar

Schedule

Monthly, from 9/10/2014 to 12/12/2014

Evidence of Completion

Observations, student interview, lesson plan indicating differentiation

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Teacher reflection or survey

Person Responsible

Michele Meyer

Schedule

Monthly, from 10/24/2014 to 12/12/2014

Evidence of Completion

Observation results and teacher feedback

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Observations indicate Kagan structures are used as evidenced by student comfort level with structures. Student products

Person Responsible

Michele Meyer

Schedule

Every 6 Weeks, from 9/5/2014 to 3/31/2015

Evidence of Completion

Observation results and teacher feedback

G4. Since literacy skills are the basis for comprehending content, if lesson plans and instruction will feature specific writing activities and strategies, e.g., notebooking, short/extended response writing, exit ticket, writing to learn, then students will write to articulate rather than write to complete an assignment and their reading comprehension will increase. 1

G039037

G4.B1 Not all teachers have been trained in and/or use Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT). 2

B093933

G4.B1.S1 Teachers will use a variety of strategies to record or represent their learning. 4

S104984

Strategy Rationale

Action Step 1 5

Teachers will refine current practices through implementing research-based strategies such as Reciprocal Teaching,

Person Responsible

Linda Salazar

Schedule

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

Evidence of Completion

Lesson plans

Action Step 2 5

Thirty- Eight Percent (38%) of students at EPE are Migrant students, with 37% of these students being Priority for Service (PFS). Migrant Resource Teachers will push into classrooms to provide supplemental support to these students.

Person Responsible

Diane Betancourt

Schedule

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

Evidence of Completion

Documentation of Services Reports are submitted to the Migrant Education Office on a monthly basis. The Migrant Education office also monitors percentage of PFS students served.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Monitoring of lesson plans

Person Responsible

Belinda Sanchez

Schedule

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

Evidence of Completion

Observation feedback and results, Enrich Data reports created quarterly

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

walk throughs, informals, and formal observations

Person Responsible

Linda Salazar

Schedule

On 5/29/2015

Evidence of Completion

Observation results and feedback

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Coaches will facilitate collaborative planning meetings with every grade level team	Magdaleno, Maribel	9/5/2014	Lesson plans; PLC notes	5/1/2015 every-6-weeks
G2.B1.S1.A1	Provide training on unwrapping the standards to determine what students need to know and do, determine content limits of the standard, and cognitive level of complexity.	Grimes, Elaine	9/5/2014	Lesson plans will be monitored to gauge progress toward goal of rigorous instruction with the student discourse and task aligned to the same level of cognitive complexity.	10/31/2014 one-time
G3.B1.S1.A1	Teachers receive training	Salazar, Linda	9/17/2014	Teachers will incorporate the Kagan structures they observed into their instruction.	12/12/2014 monthly
G4.B1.S1.A1	Teachers will refine current practices through implementing research-based strategies such as Reciprocal Teaching,	Salazar, Linda	9/5/2014	Lesson plans	5/29/2015 monthly

Collier - 0631 - Eden Park Elementary School - 2014-15 SIP
Eden Park Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A2	Administration initiates coaching cycle upon observing a teacher in need of support to guide instruction to the appropriate level of cognitive complexity. CTEM will document areas of improvement.	Salazar, Linda	9/5/2014	Coaching cycle documentation, observations, use of school lesson rubric	5/1/2015 monthly
G2.B1.S1.A2	Teachers will review resources to insure they are of the appropriate level of cognitive complexity and aligned to the current standard.	Grimes, Elaine	9/5/2014	Observations indicate only aligned appropriate resources are used in classrooms.	5/29/2015 one-time
G3.B1.S1.A2	Teachers will incorporate a minimum of one strategy per social studies and science lesson per week. After the training teachers will be asked to return and discuss how students were able to: <ul style="list-style-type: none"> • Interact with new knowledge • Process new information • Practice and deepen knowledge • Collaboratively complete cognitively complex tasks 	Salazar, Linda	9/17/2014	student work samples	12/12/2014 monthly
G4.B1.S1.A2	Thirty- Eight Percent (38%) of students at EPE are Migrant students, with 37% of these students being Priority for Service (PFS). Migrant Resource Teachers will push into classrooms to provide supplemental support to these students.	Betancourt, Diane	9/5/2014	Documentation of Services Reports are submitted to the Migrant Education Office on a monthly basis. The Migrant Education office also monitors percentage of PFS students served.	5/29/2015 daily
G1.B1.S1.A3	Administrator will observe teacher and debrief with teacher and coach to determine if teacher requires continued support.	Salazar, Linda	9/5/2014	Appropriate observation and coaching documentation	5/29/2015 one-time
G3.B1.S1.A3	Teachers will differentiate the levels of support provided through small groups to meet the needs of students.	Salazar, Linda	9/10/2014	Observations, student interview, lesson plan indicating differentiation	12/12/2014 monthly
G1.MA1	Benchmark assessment results, FAIR assessment results,	Salazar, Linda	9/5/2014	Assessment results	5/29/2015 one-time
G1.B1.S1.MA1	Administration determines improvement based on evidence. Next steps for support outlined in expectations for job performance.	Salazar, Linda	9/5/2014	Observation	5/29/2015 monthly
G1.B1.S1.MA1	Administration will attend random collaborative planning meetings, monitoring lesson plans, review and approve coaching focus plans, observation schedule, pre- and post-observation meetings.	Salazar, Linda	9/5/2014	Lesson plans, lesson plan rubric, coaching logs Observation results, debriefing, and feedback	5/29/2015 monthly
G2.MA1	Progress monitoring will determine if results indicate strengthening of core instruction, success of supplemental or intensive instruction.	Salazar, Linda	10/1/2014	Quarterly assessment results will be collected, analyzed, and used to determine if goal has been achieved or the amount of progress toward the goal.	5/29/2015 quarterly
G2.B1.S1.MA1	Link between lesson plan and implementation i.e. observation Collier Teacher Evaluation Model (CTEM), DOK . Survey teachers to determine teacher efficacy in utilizing resources.	Drilling, Kate	10/3/2014	Lesson plan feedback, observation feedback via post-observation conferences.	5/29/2015 every-6-weeks
G2.B1.S1.MA1	Administration will sit in on the unwrapping of standards training during collaborative planning sessions. Administration randomly attends planning sessions for the purpose of listening to discussions and monitoring for obstacles to success.	Salazar, Linda	9/5/2014	Coaches log will indicate unwrapping the standards training or collaborative planning. Evidence of completion will include collaborative planning agendas and coaching logs.	5/29/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.MA1	walk throughs, informals, and formal observations	Salazar, Linda	9/5/2014	Observation feedback and results	3/31/2015 one-time
G3.B1.S1.MA1	Observations indicate Kagan structures are used as evidenced by student comfort level with structures. Student products	Meyer, Michele	9/5/2014	Observation results and teacher feedback	3/31/2015 every-6-weeks
G3.B1.S1.MA1	Teacher reflection or survey	Meyer, Michele	10/24/2014	Observation results and teacher feedback	12/12/2014 monthly
G4.MA1	Ongoing Progress Monitoring meetings, lesson plan monitoring, and classroom observations	Salazar, Linda	9/5/2014	OPM results, lesson plan evidence, and observation results	5/29/2015 every-6-weeks
G4.B1.S1.MA1	walk throughs, informals, and formal observations	Salazar, Linda	9/5/2014	Observation results and feedback	5/29/2015 one-time
G4.B1.S1.MA1	Monitoring of lesson plans	Sanchez, Belinda	9/5/2014	Observation feedback and results, Enrich Data reports created quarterly	5/29/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. If teacher instruction, questions and teacher/student discourse is at a high level of rigor, i.e., cognitive complexity, deep understanding and knowledge, then instruction will be consistent with the demands of Florida Standards.

G1.B1 Questions do not require deep understanding of the content. When higher order/deep understanding questions are used, students are not held accountable for answering at equally deep levels.

G1.B1.S1 If teachers engage students in work characterized by cognitively complex tasks that require them to • Process new information (summarizing, jigsaw, reciprocal teaching, concept attainment) • Examine similarities and differences • Examine errors in reasoning (persuasive writing on both sides of an issue, defend a position, identify errors in logic or misinformation) • Revise previous knowledge or understandings based on new information • Demonstrate new learning by summarizing, structured note-taking, journaling, notebooking, creating non-linguistic representations for new content (journals, notebooks, graphic organizers, pictures, pictographs, flow charts, mnemonics) then student achievement will increase.

PD Opportunity 1

Coaches will facilitate collaborative planning meetings with every grade level team

Facilitator

Academic Coaches, grade level teams

Participants

Academic Coaches

Schedule

Every 6 Weeks, from 9/5/2014 to 5/1/2015

PD Opportunity 2

Administration initiates coaching cycle upon observing a teacher in need of support to guide instruction to the appropriate level of cognitive complexity. CTEM will document areas of improvement.

Facilitator

Academic Coaches

Participants

Academic Coaches, respective teachers

Schedule

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

G2. If teachers align the student tasks to the cognitive level of the standard and subsequent instruction so students are interacting with new knowledge appropriately then student achievement will be positively impacted.

G2.B1 Collaborative planning takes time. Teachers also need to collect resources and supplies.

G2.B1.S1 As teachers gain expertise using their resources and the new curriculum map it will take less time to plan collaboratively.

PD Opportunity 1

Provide training on unwrapping the standards to determine what students need to know and do, determine content limits of the standard, and cognitive level of complexity.

Facilitator

Academic Coaches

Participants

Teachers

Schedule

On 10/31/2014

G3. If teachers utilize knowledge of strategies for improving comprehension and critical thinking to build literacy success in social studies and science with ELL students then students' reading and comprehension levels will increase.

G3.B1 Not all teachers have not been trained; nearly 20 new teachers in the building

G3.B1.S1 Principal will provide training and modeling.

PD Opportunity 1

Teachers receive training

Facilitator

Principal

Participants

Teachers and teacher leaders

Schedule

Monthly, from 9/17/2014 to 12/12/2014

PD Opportunity 2

Teachers will incorporate a minimum of one strategy per social studies and science lesson per week. After the training teachers will be asked to return and discuss how students were able to: • Interact with new knowledge • Process new information • Practice and deepen knowledge • Collaboratively complete cognitively complex tasks

Facilitator

Linda Salazar

Participants

teachers

Schedule

Monthly, from 9/17/2014 to 12/12/2014

PD Opportunity 3

Teachers will differentiate the levels of support provided through small groups to meet the needs of students.

Facilitator

Resource Teachers

Participants

Teachers

Schedule

Monthly, from 9/10/2014 to 12/12/2014

G4. Since literacy skills are the basis for comprehending content, if lesson plans and instruction will feature specific writing activities and strategies, e.g., notebooking, short/extended response writing, exit ticket, writing to learn, then students will write to articulate rather than write to complete an assignment and their reading comprehension will increase.

G4.B1 Not all teachers have been trained in and/or use Collaborative Comprehension Strategies (CCS) or Reciprocal Teaching (RT).

G4.B1.S1 Teachers will use a variety of strategies to record or represent their learning.

PD Opportunity 1

Teachers will refine current practices through implementing research-based strategies such as Reciprocal Teaching,

Facilitator

Reading Coaches

Participants

Reading Coaches

Schedule

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

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: If teacher instruction, questions and teacher/student discourse is at a high level of rigor, i.e., cognitive complexity, deep understanding and knowledge, then instruction will be consistent with the demands of Florida Standards.	294,065
Goal 3: If teachers utilize knowledge of strategies for improving comprehension and critical thinking to build literacy success in social studies and science with ELL students then students' reading and comprehension levels will increase.	299,225
Goal 4: Since literacy skills are the basis for comprehending content, if lesson plans and instruction will feature specific writing activities and strategies, e.g., notebooking, short/extended response writing, exit ticket, writing to learn, then students will write to articulate rather than write to complete an assignment and their reading comprehension will increase.	549,213
Grand Total	1,142,503

Goal 1: If teacher instruction, questions and teacher/student discourse is at a high level of rigor, i.e., cognitive complexity, deep understanding and knowledge, then instruction will be consistent with the demands of Florida Standards.

Description	Source	Total
B1.S1.A1 - Coaches Salaries and Benefits	Title I Part A	268,644
B1.S1.A1 - supplemental instructional materials and supplies	Title I Part A	25,421
Total Goal 1		294,065

Goal 3: If teachers utilize knowledge of strategies for improving comprehension and critical thinking to build literacy success in social studies and science with ELL students then students' reading and comprehension levels will increase.

Description	Source	Total
B1.S1.A1 - Kagan training	Title I Part A	1,890
B1.S1.A1 - Foundations Program - Iversen Publishing	Title I Part A	4,000
B1.S1.A3 - Resource Teachers' salaries and benefits	Title I Part C (Migrant)	293,335
Total Goal 3		299,225

Goal 4: Since literacy skills are the basis for comprehending content, if lesson plans and instruction will feature specific writing activities and strategies, e.g., notebooking, short/extended response writing, exit ticket, writing to learn, then students will write to articulate rather than write to complete an assignment and their reading comprehension will increase.

Description	Source	Total
B1.S1.A2 - Resource Teacher salaries and benefits	Title I Part C (Migrant)	231,327
B1.S1.A2 - Resource Teacher salaries and benefits	Title I Part A	317,886
Total Goal 4		549,213