Rayma C. Page Elementary School

2014-15 School Improvement Plan

Rayma C. Page Elementary School

17000 S TAMIAMI TRL, Ft Myers, FL 33908

http://rcp.leeschools.net/

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	No	56%

Alternative/ESE Center	Charter School	Minority
No	No	48%

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.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Rayma C. Page Elementary School is to encourage students to think critically, interact appropriately and work to their greatest potential.

Provide the school's vision statement

Excellence for All...Whatever It Takes!

School Environment

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

Rayma C. Page is a PBS school which emphasizes creating positive learning environments for teachers and students. We also have a mentoring program for students who require additional support. We invite and encourage families to attend school events such as Kindergarten Orientation, Open House, PTO meetings, Fall Festival, Thanksgiving lunch, Field Days, Winter and Spring concerts, assessment Information presentations, SAC, Spring Carnival, and Parent-Teacher conferences. We provide Spanish translations at most informational meetings and events.

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

We offer a before and after-school program. Students are monitored and provided activities and homework time. Staff members greet students as they leave the buses and enter the school and classrooms. Students are escorted and monitored during lunch, specials and recess. While at recess, teachers have first aid kits and radios for safety. In the cafeteria, seating charts are included at all tables. Classrooms and outdoor play locations are inspected daily by our building supervisor to ensure equipment and area safety. Teachers report any safety concerns in their classroom to administration. Administration reviews all procedures and emergency drills. Fire drills are conducted monthly. The school also practices tornado drills, lock down drills, bomb drills, and bus evacuation drills.

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

The school expectation is the SWIM rules which is an acronym for Show respect, Welcome diversity, Improve daily and Make responsible choices. Each teacher has these expectations posted, as well as their own classroom expectations, inside their classroom. We are a model PBS school with high expectations of behavior for all students. The students are invited to attend quarterly PBS celebrations for meeting the requirements of completing 85% of their homework, receiving no referrals within the school, and receiving no more than one bus referral. Students are given dolphin dollars for displaying positive behavior which can be traded in for special classroom coupons or tangible items on our Marina Cart. The school participates in a specific referral process which includes minor and major referrals; after a student receives three minor referrals for the same offense within a 30 day period, it equates to a major referral and administration intervention. Major incidents

that occur may surpass the minor referral. Students can also receive a personal best referral for displaying positive behavior and the opportunity to be considered to attend the monthly Principal Party. Teachers are trained on the PBS system and expectations during preschool week and students are informed of the expectations during PBS assemblies in the beginning of the year.

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

MTSS behavior plans provide interventions and social-emotional support for our students. The following interventions may be a part of a PBIP but they are also used outside of the MTSS process. Our guidance counselor holds "Lunch Bunch" with 4th and 5th grade students in order to foster positive relationships. She also provides counseling in one-on-one and group settings.
We implement the Behavior Education Program which provides mentors for some of our students that need additional behavioral support. Students check-in and check-out in the morning and afternoon with their mentors. This is an opportunity for the students to have conversations with their mentors and earn incentives for meeting their daily point goal.
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We also have sensory rooms that are available to all students to deescalate behavior and alleviate anxiety.

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

Teachers monitor absences and contact parents if there is a concern. If the absences continue, teachers notify administration and our school's social worker. Students receive recognition for perfect attendance at the awards ceremonies.
We provide counseling groups, one-on-one counseling, social group support, and mentors for students who have been suspended multiple times. For ESE students, a behavior specialist and a behavior technician are available to support students' behavior needs.
Teachers and the leadership team analyze FCAT, retention and curriculum assessment data to progress monitor and provide interventions throughout the school year.The MTSS team and classroom teachers provide interventions, collect progress monitoring data and analyzes the data to make instructional decisions throughout the process.

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

At our school, classroom teachers use student planners and Friday folders to communicate with parents on a daily and weekly basis. Parent-Teacher Conferences are held periodically to discuss student needs. Teachers also send home student data folders for parents to track academic progress. Our school welcomes parents to many events throughout the year, such as Open House, Kindergarten Orientation, PTO meetings, Fall Festival, Thanksgiving luncheon, Assessment Awareness presentations, School Advisory Council meetings, the Spring Carnival, and winter and spring concerts. Students also participate in after school clubs and competitions, such as STEM challenges and Math competitions. In the 2013-2014 school year, we had 4,043 volunteer hours. These hours were accumulated by 75 to 100 parent volunteers.

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

The school conducts frequent SAC meetings to inform the public community, families, and staff of recent activities, changes, and upcoming events taking place within the school. At the conclusion of each meeting, an open forum takes place to address any questions or concerns of participating SAC or non-SAC members. There are also two representatives on the SAC council that attend monthly DAC meetings where they are informed of ongoing questions/concerns taking place in the district. The representatives bring this information back to SAC to share with our community.

We have a partnership with Summit Church of Ft. Myers and Delta Airlines which both donate backpacks at the beginning of the school year. Delta specifically donated backpacks to third grade.

Our school has a very active PTO committee which help to hold and fund school wide events, fundraisers, and advertising for local businesses through the yearbook and the Spring Carnival. Many members of the PTO volunteer during the school day to allow for our media center to stay open the duration of the day. Our PTO is also very active outside of the school with assisting teachers with materials and projects by taking materials home, preparing them, and bringing them back to the school.

Effective Leadership

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

School Leadership Team

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

Name	Title
Cooper, Robert	Principal
Sherman, Diane	Assistant Principal
Lias, Jennifer	Instructional Coach
Fiora, Jillian	Teacher, K-12
Slichter, Aleida	Teacher, K-12
Straka, Robert	Teacher, K-12
Schell, Kathy	Teacher, ESE
Griffith, Susan	Teacher, ESE
Lavariega, Kaleena	Teacher, K-12

Duties

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

Administration: Robert Cooper and Diane Sherman
* Achieves results on the school's goals and demonstrates that student learning is the top priority through leadership actions that build and support a learning organization focused on student success.
* Enables faculty and staff to work as a system focused on student learning and engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.
* Maintains a school climate that supports student engagement in learning and generates high expectations for learning growth by all students.
* Works collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments.
* Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, Florida Administrative Code through a common language of instruction.
* Engages in data analysis for instructional planning and improvement and communicates the relationship among academic standards, effective instruction,and student performance.
* Implements the District's adopted curricula and State's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school and ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.
* Recruits, retains, and develops an effective and diverse faculty and staff.
* Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the School Improvement Plan.
* Evaluates, monitors and provides timely feedback to faculty on the effectiveness of instruction.
* Employs a faculty with the instructional proficiencies needed for the school population served and identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology.
* Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction, provides resources and time, and engages faculty in effective individual and collaborative professional learning throughout the school year.
* Structures and monitors a school learning environment that improves learning for a diverse student population and maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic
society and global economy.
* Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning.

* Promotes school and classroom practices that validate and value similarities and differences among students and provides recurring monitoring and feedback on the quality of the learning environment.
* Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being.
* Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.
* Employs and monitors a decision-making process that is based on vision,mission and improvement priorities using facts and data and gives priority attention to decisions that impact the quality of student learning and teacher proficiency.
* Uses critical thinking and problem solving techniques to define problems,identify solutions and evaluate decisions for effectiveness, equity, intended and actual outcomes.
* Empowers others and distributes leadership, when appropriate.
* Uses effective technology integration to enhance decision making and efficiency throughout the school.
* Actively cultivates, supports, and develops other leaders within the organization, provides evidence of delegation and trust in subordinate leaders, and plans for succession management in key positions.
* Promotes teacher-leadership functions focused on instructional proficiency and student learning.
* Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.
* Manages the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.
* Organizes time, tasks and projects effectively with clear objectives and coherent plans and establishes appropriate deadlines.
* Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development and demonstrates fiscal responsibility to maximize the impact of fiscal resources on instructional priorities.
* Practices two-way communication and uses appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community.
* Actively listens to and learns from student, staff, parents, and community stakeholders and recognizes individuals for effective performance.
* Communicates student expectations and performance information to students,parents, and community.
* Maintains high visibility at school and in the community, regularly engages stakeholders in the work of the school, and communicates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversation about important school issues.
* Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.
* Demonstrates personal and professional behaviors consistent with quality practices in education and as a community leader.
* Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C.
* Demonstrates resiliency by staying focused on the school vision and reacting constructively to barriers that include disagreement and dissent with leadership.
* Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community.
* Engages in professional learning that improves professional practice in alignment with the needs of the school system.
* Demonstrates willingness to accept responsibility for actions and utilizes constructive criticism for professional growth.
* Demonstrates explicit improvement in specific performance areas based on previous evaluations

and formative feedback.
* Implements regulations as they pertain to the assigned school.
Reading or Math Coach/Specialist: Jennifer Lias
*Attend district reading and math meetings and share the information with the grade level teams
*Schedule district curriculum PD's
*Liaison for classroom teachers and district ELA and math leaders
*Provide support for classroom teachers related to curriculum-adopted resources
*Ensure teachers have curriculum materials
*Provide support for our ESOL population through parent-teacher meetings and instructional resources
*Facilitate MTSS meetings
*Attend PLC meetings
*Provide training in district and state assessments
*Ensure students receive testing accommodations according to 504 plans and IEPs
Speech-Language Pathologist: Kathy Schell
*Administers in-depth diagnostic evaluations for disorders of language, articulation, voice and fluency and provides reports
*Schedules meetings and contacts parents, teachers and administrators for the purpose of eligibility staffing, Individual Educational Plan meetings and conferences
*Participates in eligibility and placement committee staffing meetings
*Develops individual educational plans for students on caseload and revises plan annually
*Provides speech-language therapy for eligible students as prescribed by individual educational plan
*Collaborates with classroom teachers
*Develops therapy schedule that provides optimum conditions for instruction based on individual student needs
*Develops daily lesson plans
*Keeps attendance log and therapy progress notes
*Provides quarterly reports and annual progress reports for each student on caseload
*Reports compliance data and scheduling information to data processor
*Conducts reevaluations as required
*Provides consultation services and support for classroom teachers
*Maintains accurate and complete reports as required by District, State and Federal regulations
*Develops and implements communication boards and augmentative communication systems, programs voice output devices and provides training in use
*Provides support for reading initiatives
*Attends in-service training for maintenance and development of skills
*Conducts in-depth hearing screenings, reports results and makes appropriate referrals further follow-up and intervention
*Conducts speech-language and hearing screenings for students experiencing academic and behavioral problems
*Participates in MTSS meetings; participates in development of pre-referral classroom interventions.
Classroom Teachers: Robert Straka, Aleida Slichter, Kaleena Lavariega, Jason Thomashefsky, Jillian Fiora, and Susan Griffith
*Plans individually and cooperatively a program of study that meets the individual needs, interests, diverse backgrounds and abilities of students
*Assists in establishing department or grade level curriculum objectives and the development of the comprehensive plan for the implementation and evaluation of the objectives
*Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students
*Guides the learning process toward the achievement of curriculum goals and, in harmony with the goals, establishes clear objectives for all lessons, units, projects and the like to communicate these objectives to students
*Employs instructional methods and materials that are most appropriate for meeting stated objectives

*Assesses the accomplishments of students on a daily basis and provides progress report as required

*Diagnoses the learning strengths and weaknesses of students on a daily basis, seeking the assistance of district specialists as deemed appropriate

*Counsels with colleagues, students and/or parents on a daily basis

*Assists the administration in implementing all policies and/or rules governing student life and conduct and, for the classroom, develops reasonable rules of classroom behavior and procedures and maintains order in the classroom in a fair and just manner

*Plans and supervises purposeful assignments for support personnel and school volunteers to work cooperatively with grade level chairs, evaluates their effectiveness

*Uses appropriate technology in teaching and the learning process

*Maintains accurate, complete and correct records and reports as required by law, district policy and administrative regulation

*Provides for personal professional growth through an ongoing program of reading, workshops, seminars, conferences and/or advanced course work at institutions of higher learning

*Attends staff meetings and serves on staff committees as deemed necessary

*Establishes and maintains cooperative relations with others

*Adheres to the Code of Ethics of the Education Profession in Florida and meets all school and district policy requirements

*Supports school improvement initiatives by active participation in school activities, services and programs

*Recognizes overt indicators of student distress or abuse and takes appropriate action based on school procedures and law

*Establish appropriate testing environment and test security

*Attend MTSS Team meetings to collaborate on and monitor students who are struggling

*Implement and deliver interventions and provide enrichment for all students with fidelity

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

Title I, Part A Title I, Title II and other programs coordinate through the SIP process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. All school improvement plans are reviewed at the district level for appropriate use of funds and effective use of resources. This district level review prevents duplication of services and facilitates coordination between schools and departments. This collaboration ensures that all programs support schools. Title I, Part C- Migrant Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students. Services include after school tutorials in reading and math; health services; and literacy workshops for parents as a result of the coordination of these funds. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs. Title I, Part D The facilities and schools coordinate with health services (mental and physical) and other social services to meet the need of students returning back to their assigned educational facility. The district Health Services, Student Services, Title I, Title III and ESE departments are all a part of the collaborative effort. For example: social workers from student services has the process and procedures in place to assist students and their families with social services for food stamps and other health services; the ESE Department has established a memorandum of understanding for assistance with housing and counseling services through Salis Care and the Lutheran Service; vocational instructors establish partnership with businesses so students will have an opportunity to continue to develop their vocational skill. Title II, Part A Title I coordinates with other programs funded under NCLB through the SIP (School Improvement Plan)

process. Within this plan, schools complete a Professional Development Plan in collaboration with Title II. The PDP is concentrated in reading, math, science and writing to meet the needs of the targeted subgroups not making annual AMO targets. The PDP includes teachers, paraprofessionals, and administrators. As part of the School Advisory Council, parents are included in this planning process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. This collaboration ensures that all programs funded under NCLB use funds to support schools, not supplant district obligations. All school improvement plans are reviewed at the district level for appropriate use of funds and effectiveness. This district level review prevents duplication of services and facilitates coordination between agencies. Each school's SIP is reviewed by all stakeholders and submitted to the Board for approval. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs. Title III Title I, Part A coordinates with Title III to expand academic enrichment opportunities for ELLs. These services include after school tutorials, professional development, supplemental scientifically research based resources and materials. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs. Title X- Homeless Title X coordinates with Title I, Part A, to provide comparable services to homeless children who are not attending Title I schools. By providing ongoing collaboration between Title X and Title I, Part A, program staff, the same services for homeless students in Non-Title I schools are provided to homeless students in Title I schools. In addition to serving homeless students not enrolled in Title I schools, set-aside funds are used to provide services to homeless students who are attending Title I schools. Homeless students who attend Title I school-wide or targeted assistance schools may have unique challenges that are not addressed by the regular Title I program at these schools. These challenges may create barriers to full participation in Title I programs and defeat the overarching program goal of helping all students meet challenging state standards. For
instance, students residing in shelters, motels, or other overcrowded conditions may not have a quiet place to study at the end of the day and may require extended after-school library time; tutoring and/ or accessibility to tutoring as needed, school supplies, expedited evaluations, extended days/ learning opportunities, Saturday schools, summer academic camps, coordination of services with shelters or other homeless service providers, or, a student who is dealing with the stress and anxiety associated with homelessness may not be able to focus on his or her studies and may benefit from school counseling services. Through Title I, Part A, or Title I, Part A, in conjunction with Title X, McKinney-Vento funding homeless students can take part in services that enable them to benefit more from a school's Title I program.
Supplemental Academic Instruction (SAI)
SAI is used to provide unique learning programs at schools. SAI funds are also used to fund summer school programs throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.
Violence Prevention Programs
The Youth Coalitions within Lee County provide opportunities for partnerships between the District and other social services. These social services assist all at-risk students through after-school programs that include academic, social, and health services. Anticipated outcomes include a safe environment for children and increased academic achievement. Bullying prevention programs are offered throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.
Nutrition Programs
Food and Nutrition Services offers healthy meals to all students. This includes ensuring that families are offered free and reduced lunch applications throughout the year. All students receive free breakfast at all school locations. Many Title I schools have also developed "Backpack Programs" in which nutritious food is sent home in a backpack each weekend to struggling families to ensure that children and families have food throughout the week. Periodic district level meetings with managers

of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Housing Programs

Head Start

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

Adult Education

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

Career and Technical Education

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

Job Training

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

Other

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

School Advisory Council (SAC)

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

Name	Stakeholder Group
Robert Cooper	Principal
Diane Sherman	Teacher
Kaleena Lavariega	Teacher
Aleida Slichter	Teacher
Latoria James	Teacher
Jaime Arango	Education Support Employee
Patrice Coates	Education Support Employee
Rosana Ochoa	Education Support Employee
Sarah Knaak	Parent
Angela Maxwell	Parent
Monica Piccirillo	Parent
Ginger Brown	Parent
Cori-Lynn Gillespie	Parent
Amy Brown	Parent
Michael Girado	Parent
Pia Manderschied	Parent
Amy Simeone	Parent
Richard Tanner	Business/Community
Gwen Waples	Business/Community

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 evaluation is brought before the committee and reviewed within the first two months of the new school year. During the presentation, clarifications are made if there are questions from the committee.

Development of this school improvement plan

The School Improvement Plan is written by the Leadership team. There is a question and answer period during the SAC meeting to discuss the plan. The plan is brought before the committee for approval.

Preparation of the school's annual budget and plan

The committee votes on expenditures of School Improvement funds as they occur during the school year.

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

Teachers will work together in Professional Learning Communities (PLCs) to complete Curriculum Planning, analyze data and share research-based instructional strategies. Substitutes and materials are requested to allow for the above activities to take place.

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
Lias, Jennifer	Instructional Coach
Paine, Brandy	Teacher, K-12
Nungester, Lisa	Teacher, K-12
Lewis, Kelsey	Teacher, K-12
McAndrews, Kelley	Teacher, K-12
Scott, Jessica	Teacher, K-12
Lister, Lisa	Teacher, K-12
Fitzgerald, Lauren	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

During 2014-2015 school year the LLT will ensure that the following initiatives are supported and implemented:
Florida State Standards
Professional Learning Communities
DIVE Time (Daily Intervention and Enrichment Block for Reading)
Sharing information from the district literacy meetings with all professional staff
Thinking Maps
Kagan
Whole Brain Teaching
Accelerated Reading
Teach Like a Champion techniques
PBS

Public and Collaborative Teaching

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

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

Grade level PLCs meet weekly to discuss student data and create intervention and enrichment groups
Communication between classroom teachers and ESE resource and MTSS resource teachers
DIVE intervention and enrichment is provided daily
Grade level planning days are given to teachers at least twice a year
Math rotation days provide added practice and review
Writing rotation days provide added practice and review
Professional recognition is given by administration to staff

Common lesson plans are created by grade level teams
Common planning time is provided to all grade levels

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

APPLES Program - Teacher Mentoring Program for new teachers
*Weekly meetings with teachers targeting classroom procedures, management, instructional strategies and overall support
*Partnering new teachers or teachers with less than 2 years experience with veteran staff School-wide
*Ensuring that all teachers meet requirements and are a match to the school culture
*Providing administrative and instructional support through professional development and feedback
*Weekly Grade Level PLC to plan curriculum mapping and instruction
*Use of Rayma C. Page website to highlight school resources
*Encouraging peer observation and peer coaching opportunities
*Weekly Professional Development Trainings related to High Yield Instructional Strategies, the Florida State Standards, curriculum needs and technology
*Collaborative Grade Level Lesson Planning
*Assigning leadership roles and responsibilities to effective or highly effective teachers
*Attend recruiting activities
*Professional coaching
*Collaborative leadership
*Encourage participation in the curriculum and staff development courses
*Support the district career ladder

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

The Assistant Principal will meet three times monthly with all APPLES teachers to review Harry Wong strategies and Teach Like A Champion techniques. We will discuss and preview upcoming requirements such as interim reports, report cards, parent conferences, cumulative records, MTSS process, technology resources, and any other school items that may need to be addressed. Question and answer forum is encouraged at every meeting.
The mentor and mentee will meet weekly in a professional learning community to discuss evidence based strategies, to review academic plans, to plan instructional pacing, and to analyze data. The pairs will also discuss student progress and analyze student work.
The rational for pairing is based on grade level, new teacher needs, and mentor teacher expertise.

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

We are currently designing instruction using the Understanding by Backward Design. All core resources are purchased through the District's Curriculum Department. When materials are requested, the requests flow through our Curriculum Specialist and then through administration to ensure that they address the standards in the Florida State 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

Our PLCs meet weekly to analyze data and reflect on the results of assessments to make instructional decisions that are based on individual student needs. Students are grouped according to need, reassessed, and then regrouped in accordance with current needs. Students not requiring intervention are grouped into enrichment groups.

We have a Tier III Intervention team that monitors and provides interventions for our students participating in the MTSS process. These teachers collaborate with classroom teachers to meet the demands of each child's individual plan to help increase the pace of student learning.

Every teacher uses small group teaching and the Gradual Release Model to differentiate instruction based on readiness levels and learning styles.

In cooperation with classroom teachers, ESE resource teachers work to meet the needs of each child's IEP.

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 Year

Minutes added to school year: 10,800

ESE students have an opportunity to participate in ESY. This summer program extends their learning time to help minimize the effects of summer learning regression.

Strategy Rationale

This is used to support our students who need the extra time to close the learning gap between themselves and their general education peers.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Griffith, Susan, susanggr@leeschools.net

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

This strategy is offered to ESE students who have an IEP that supports the strategy. The effectiveness of this strategy is measured through the percentage of learning goals met on each child's IEP.

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

Preschool parents and children are invited to an Open House each spring. We provide a school tour and present a brief overview of the Kindergarten curriculum through presentation and question and answer period.

Students are assessed in the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/

Letter Knowledge, and Phonological Awareness/Processing. Packets are then created for students who demonstrate deficits in targeted skills and are encouraged to practice over summer. Kindergarten Sight Words are also provided to all parents of incoming kindergarten students. The Kindergarten screening data is used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction.

We support fifth grade students visiting middle schools during their Open House events. Reminders are sent home to parents with directions to register for their school of choice.

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.   The staff will work collaboratively to improve student achievement by increasing academic rigor, analyzing data to guide instruction, and participating in professional development.

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. The staff will work collaboratively to improve student achievement by increasing academic rigor, analyzing data to guide instruction, and participating in professional development. 1a

🔍 G039326

Targets Supported 1b

Indicator	Annual Target
Math Gains	92.0
Math Lowest 25% Gains	92.0
ELA/Reading Gains	92.0
ELA/Reading Lowest 25% Gains	92.0

Resources Available to Support the Goal 2

- School and District Personnel (Teachers, Paras, Administration, District Coordinators, Curriculum Master Teachers-CMT's)

- Assessments (Formative and Summative; Baseline Assessments through Performance Matters)

- Classroom Walkthroughs

- Collaborative Lesson Plan Discussion with Administration

- Curriculum Material Resources

- District and School SharePoint sites

- Teacher experience

Targeted Barriers to Achieving the Goal 3

- Time to Instruct, Reflect, Evaluate, and Plan

- Data Interpretation and Analysis

- Appropriate and Effective Implementation of the New Reading and Math Curriculum

- Teacher Collaboration as it Relates to Academic and Behavioral Best Practices

- Funding

- Challenge of Implementing the new Florida State Standards

- Eight teachers new to the District

Plan to Monitor Progress Toward G1. `8`

In order to monitor progress toward goal achievement, we will closely inspect student assessment results and track student achievement gains as they are collected. We will frequently analyze the results and adjust subsequent instruction and strategies to meet the needs of the students. Students will track their individual progress in the classroom and we will also track classroom progress on our grade level Data Binders.

Person Responsible
Kaleena Lavariega

Schedule
On 6/5/2015

Evidence of Completion
We will frequently analyze the results and adjust subsequent instruction and strategies to meet the needs of the students. Based on the information and data collected, the team may determine to continue, intensify, modify, or terminate the strategies. The team may also recommend revisiting the barriers, as some may need to be amended. The goal may also need to be altered to ensure that progress is made.

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. The staff will work collaboratively to improve student achievement by increasing academic rigor, analyzing data to guide instruction, and participating in professional development. 1

🔑 G039326

G1.B1 Time to Instruct, Reflect, Evaluate, and Plan 2

🔑 B094712

G1.B1.S1 Creative Scheduling 4

🔑 S105765

Strategy Rationale

Allows for Resource Teachers and Paraprofessionals to work with multiple groups of students.

Action Step 1 5

Common Planning Time

Person Responsible

Diane Sherman

Schedule

On 6/5/2015

Evidence of Completion

Final Master Schedule

Action Step 2 5

PLC Morning Meetings

Person Responsible

Robert Cooper

Schedule

Weekly, from 9/9/2014 to 6/5/2015

Evidence of Completion

Meeting Minutes Monthly Calendar of Meetings

Action Step 3 5

Wednesday PLC/Professional Development Opportunities

Person Responsible

Robert Cooper

Schedule

Weekly, from 8/27/2014 to 6/5/2015

Evidence of Completion

Meeting Minutes Monthly Calendar of Meetings Inservice Record

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

Monitor Weekly and Monthly Meeting Minutes as Indicated
Periodic Administrative Attendance at Meetings

Person Responsible

Diane Sherman

Schedule

Weekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Literacy and Math Monthly Meeting Minutes Weekly PLC Grade Level Meeting Minutes

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

Analysis of Time Spent on Instruction, Reflection, Evaluation, and Planning During Scheduled Meeting Times

Person Responsible

Diane Sherman

Schedule

Weekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Meeting Minutes with Artifacts

G1.B1.S2 Utilize Norms to Keep Teachers on Task During Meetings `4`

🔑 S105766

Strategy Rationale

Maximizes meeting time

Action Step 1 `5`

Review norms

Person Responsible

Diane Sherman

Schedule

Weekly, from 8/11/2014 to 9/4/2014

Evidence of Completion

Norms will be reviewed at the beginning of every PLC meeting and Professional Development training.

Action Step 2 `5`

Norms will be developed by each team.

Person Responsible

Diane Sherman

Schedule

Weekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Norms will be submitted to administration.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 `6`

Frequent reminders to review the norms before a meeting takes place.

Person Responsible

Diane Sherman

Schedule

Weekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Agendas will be submitted and administration will attend meetings to observe that norms are being followed.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Administration will attend meetings

Person Responsible

Robert Cooper

Schedule

Weekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Evidence that norms were reviewed will be determined by observation and documentation on the agenda.

G1.B1.S3 Meeting Agendas 4

S105767

Strategy Rationale

Keeps meetings and trainings on track

Action Step 1 5

Agendas will be provided for PLCs and Professional Development training.

Person Responsible

Diane Sherman

Schedule

Weekly, from 8/27/2014 to 6/5/2015

Evidence of Completion

An agenda template will be provided. Agendas will be submitted to administration.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Agendas will be submitted by the Grade Level Chair

Person Responsible

Diane Sherman

Schedule

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

Evidence of Completion

Agendas will be reviewed by administration.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Administrators will attend meetings

Person Responsible

Diane Sherman

Schedule

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

Evidence of Completion

Agendas will be submitted and kept in a meeting binder for reference.

G1.B1.S4 Professional Development to Improve Instructional Time on Task (Kagan, Teach Like a Champion, Brain-Based Teaching) `4`

Strategy Rationale

S105768

Maximizes classroom instructional time

Action Step 1 `5`

Kagan cooperative learning structures, Teach Like a Champion techniques and Whole Brain Teaching strategies will be explained, modeled, and discussed.

Person Responsible

Robert Cooper

Schedule

Biweekly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Kagan structures are modeled during Wednesday PD trainings. Teach Like a Champion techniques are discussed during weekly APPLES teacher meetings. Whole Brain Teaching book club will meet once a month.

Plan to Monitor Fidelity of Implementation of G1.B1.S4 `6`

Trainings will be scheduled and expert teachers will provide the information. Administration will support, guide and attend the sessions.

Person Responsible

Robert Cooper

Schedule

On 6/5/2015

Evidence of Completion

Trainings will be scheduled on our Professional Development calendar and sign-in sheets will be provided.

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 `7`

Lesson plans will be reviewed. We will also conduct classroom observations and walk-troughs.

Person Responsible

Robert Cooper

Schedule

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

Evidence of Completion

Classroom walk-through data will be collected and analyzed for strategy effectiveness.

G1.B1.S5 Collaborative Lesson Planning `4`

🔑 S105769

Strategy Rationale

Combining ideas, skills-sets, and talents to allow for deeper and more extensive instruction.

Action Step 1 `5`

Teachers work in teams to develop daily lesson plans.

Person Responsible

Robert Cooper

Schedule

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

Evidence of Completion

Lesson plans will be reviewed weekly by administration.

Plan to Monitor Fidelity of Implementation of G1.B1.S5 `6`

On Friday, administration reviews all lesson palns for the upcoming week and provide feedback.

Person Responsible

Robert Cooper

Schedule

Weekly, from 8/22/2014 to 5/29/2015

Evidence of Completion

Lesson plans that detail all of the needed components of a complete lesson are the evidence.

Plan to Monitor Effectiveness of Implementation of G1.B1.S5 `7`

Lesson plans will be reviewed.

Person Responsible

Robert Cooper

Schedule

Weekly, from 8/22/2014 to 5/29/2015

Evidence of Completion

Administration will monitor and provide feedback.

G1.B2 Data Interpretation and Analysis 2

🔧 B094713

G1.B2.S1 Increase the use of data to drive Tier 1 and 2 instruction. 4

🔧 S105770

Strategy Rationale

To provide students with targeted and prescriptive instruction.

Action Step 1 5

Meet collaboratively in PLC groups, to analyze standards by students to determine who (teacher) will best work on the identified skill.

Person Responsible

Robert Cooper

Schedule

Weekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Disaggregate Data from Formative and Summative Assessments to form Enrichment and Intervention Groups Based on Targeted Skills

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

Enrichment and Intervention Groups

Person Responsible

Diane Sherman

Schedule

Biweekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Formative and Summative Assessments

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

Targeted Subject Area Skills

Person Responsible

Diane Sherman

Schedule

Biweekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Student Assignment Report (all quarters) - Grades, Formative and Summative Assessments, Teacher Observation

G1.B3 Appropriate and Effective Implementation of the New Reading and Math Curriculum `2`

🔍 B094714

G1.B3.S1 Professional Development, Collaborative Dialogue and Planning Opportunities to promote the Reading and Math Curriculum `4`

🔍 S105771

Strategy Rationale

High quality professional development that is job embedded has been a proven research-based strategy to increase academic achievement.

Action Step 1 `5`

Professional development opportunities in the new Reading and Math Curriculum to include effective best practices

Person Responsible

Schedule

Evidence of Completion

Monthly Meeting Calendar

Action Step 2 5

Collaborative dialogue and planning opportunities

Person Responsible

Schedule

Evidence of Completion

Grade Level Meeting Minutes

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

We will complete and submit a Professional Development request to the Teaching and Learning department. We will attend the Professional Development opportunities to monitor implementation and progress toward achieving the goal.

Person Responsible

Diane Sherman

Schedule

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

Evidence of Completion

Effective and Highly Effective Classroom Walk-through data in all domains and student assessment data showing mastery of skills.

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

We will collect inservice record forms, PLC Meeting Minutes, and data analysis of student assessments. If results are questionable or show poor implementation we will regroup, determine whether it is an issue of implementation or fidelity and then revise the strategies included in our plan.

Person Responsible

Lauren Fitzgerald

Schedule

Weekly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Evidence of effectiveness will be noted in Classroom Walk-throughs, lesson plans and a positive trend in student achievement data in areas of Reading and Math.

G1.B4 Teacher Collaboration as it Relates to Academic and Behavioral Best Practices `2`

🔑 B094715

G1.B4.S1 PLCs are a research based and proven method to improve student achievement. `4`

🔑 S117005

Strategy Rationale

This strategy was chosen as a District initiative to overcome teachers working in isolation.

Action Step 1 `5`

Collaborative dialogue and planning opportunities during PLCs.

Person Responsible

Diane Sherman

Schedule

Weekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

PLC agendas will be submitted weekly to administration.

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

PLC agendas

Person Responsible

Diane Sherman

Schedule

Weekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Agendas will be submitted and reviewed

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

Administration will monitor and offer feedback

Person Responsible

Diane Sherman

Schedule

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

Evidence of Completion

Teacher surveys,classroom observations and conversations will be considered.

G1.B5 Funding `2`

`B094717`

G1.B5.S1 Lee County has diminishing property values that are still impacted by our recent recession. Because of this, our tax base has declined. Our District leadership has been forced to use creative budgeting and reserves to maintain the daily operation of our school district. `4`

`S117007`

Strategy Rationale

As a school, we need to maximize every available resource to meet the ever changing needs of the population that we serve.

Action Step 1 `5`

Creative budgeting will be used.

Person Responsible

Robert Cooper

Schedule

Weekly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Our evidence will be a balanced budget.

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

Frequent review of the budget.

Person Responsible

Robert Cooper

Schedule

Weekly, from 8/11/2014 to 6/5/2015

Evidence of Completion

The actual budget.

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

We will review the allocation.

Person Responsible

Robert Cooper

Schedule

Weekly, from 8/11/2014 to 6/5/2015

Evidence of Completion

The budget is our evidence.

G1.B6 Challenge of Implementing the new Florida State Standards 2

B104750

G1.B6.S1 The new standards are going to be assessed using an assessment that is still unknown. Additionally, the standards were recently revised from Common Core State Standards to the Florida State Standards. 4

S117011

Strategy Rationale

Professional development and collaboration are necessary to facilitate communication and planning using the Planning by Backward Design model to teach each of the assessed standards.

Action Step 1 5

Our Math and ELA contacts will work with District staff to develop and present information to support our teachers with implementing the new standards and assessment.

Person Responsible

Jennifer Lias

Schedule

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

Evidence of Completion

Notes from monthly meetings and agendas to share with grade-level chairs.

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

Professional development and collaboration

Person Responsible

Jennifer Lias

Schedule

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

Evidence of Completion

Assessment results will be analyzed

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

Assessment data will be reviewed and analized

Person Responsible

Jennifer Lias

Schedule

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

Evidence of Completion

Assessment data

G1.B7 Eight teachers new to the District `2`

B105699

G1.B7.S1 The need for beginning and new to the District teachers to become properly inducted into the culture of Rayma C. Page. Beginning and new to the District teachers need additional support and guidance to develop their skills and talents. `4`

S117014

Strategy Rationale

Dissatisfied new teachers are exiting the profession costing taxpayers' money for retraining. Teachers leave when they encounter environments that lack essential professional supports: 1) support from school leadership, 2) organizational structures and workforce conditions that convey respect and value for them, and 3) induction and mentoring programs for new and experienced teachers (Ingersoll, 2001; Johnson, Birkeland, Kardos, Kauffman, Liu, and Peske, 2001). Nationally, 22 percent of all new teachers leave the profession in the first 3 years because of lack of support and a "sink or swim" approach to induction.

Action Step 1 `5`

Support and Develop Beginning Professionals

Person Responsible

Robert Cooper

Schedule

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

Evidence of Completion

Weekly PLC to study Teach Like a Champion techniques. Additionally, Wong and Wong Classroom Management strategies will be reviewed, modeled and discussed. An opportunity to visit experienced teachers in action.

Plan to Monitor Fidelity of Implementation of G1.B7.S1 `6`

APPLES meetings will be placed on the calendar

Person Responsible

Diane Sherman

Schedule

Weekly, from 9/3/2014 to 6/3/2015

Evidence of Completion

Mentors will meet with Assistant Principal quarterly to discuss teacher needs and requirements.

Plan to Monitor Effectiveness of Implementation of G1.B7.S1 `7`

A survey will be created for the APPLES teachers to complete and provide feedback.

Person Responsible

Diane Sherman

Schedule

On 5/27/2015

Evidence of Completion

Survey results will be analyzed to modify and perfect the program

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	Common Planning Time	Sherman, Diane	8/18/2014	Final Master Schedule	6/5/2015 one-time
G1.B2.S1.A1	Meet collaboratively in PLC groups, to analyze standards by students to determine who (teacher) will best work on the identified skill.	Cooper, Robert	9/8/2014	Disaggregate Data from Formative and Summative Assessments to form Enrichment and Intervention Groups Based on Targeted Skills	6/5/2015 weekly
G1.B3.S1.A1	Professional development opportunities in the new Reading and Math Curriculum to include effective best practices		Monthly Meeting Calendar	one-time	
G1.B1.S2.A1	Review norms	Sherman, Diane	8/11/2014	Norms will be reviewed at the beginning of every PLC meeting and Professional Development training.	9/4/2014 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S3.A1	Agendas will be provided for PLCs and Professional Development training.	Sherman, Diane	8/27/2014	An agenda template will be provided. Agendas will be submitted to administration.	6/5/2015 weekly
G1.B1.S4.A1	Kagan cooperative learning structures, Teach Like a Champion techniques and Whole Brain Teaching strategies will be explained, modeled, and discussed.	Cooper, Robert	8/11/2014	Kagan structures are modeled during Wednesday PD trainings. Teach Like a Champion techniques are discussed during weekly APPLES teacher meetings. Whole Brain Teaching book club will meet once a month.	6/5/2015 biweekly
G1.B1.S5.A1	Teachers work in teams to develop daily lesson plans.	Cooper, Robert	8/18/2014	Lesson plans will be reviewed weekly by administration.	6/5/2015 weekly
G1.B7.S1.A1	Support and Develop Beginning Professionals	Cooper, Robert	8/18/2014	Weekly PLC to study Teach Like a Champion techniques. Additionally, Wong and Wong Classroom Management strategies will be reviewed, modeled and discussed. An opportunity to visit experienced teachers in action.	6/5/2015 weekly
G1.B6.S1.A1	Our Math and ELA contacts will work with District staff to develop and present information to support our teachers with implementing the new standards and assessment.	Lias, Jennifer	8/18/2014	Notes from monthly meetings and agendas to share with grade-level chairs.	6/5/2015 monthly
G1.B4.S1.A1	Collaborative dialogue and planning opportunities during PLCs.	Sherman, Diane	9/8/2014	PLC agendas will be submitted weekly to administration.	6/5/2015 weekly
G1.B5.S1.A1	Creative budgeting will be used.	Cooper, Robert	8/11/2014	Our evidence will be a balanced budget.	6/5/2015 weekly
G1.B1.S1.A2	PLC Morning Meetings	Cooper, Robert	9/9/2014	Meeting Minutes Monthly Calendar of Meetings	6/5/2015 weekly
G1.B3.S1.A2	Collaborative dialogue and planning opportunities		Grade Level Meeting Minutes	one-time	
G1.B1.S2.A2	Norms will be developed by each team.	Sherman, Diane	9/8/2014	Norms will be submitted to administration.	6/5/2015 weekly
G1.B1.S1.A3	Wednesday PLC/Professional Development Opportunities	Cooper, Robert	8/27/2014	Meeting Minutes Monthly Calendar of Meetings Inservice Record	6/5/2015 weekly
G1.MA1	In order to monitor progress toward goal achievement, we will closely inspect student assessment results and track student achievement gains as they are collected. We will frequently analyze the results and adjust subsequent instruction and strategies to meet the needs of the students. Students will track their individual progress in the classroom and we will also track classroom progress on our grade level Data Binders.	Lavariega, Kaleena	8/18/2014	We will frequently analyze the results and adjust subsequent instruction and strategies to meet the needs of the students. Based on the information and data collected, the team may determine to continue, intensify, modify, or terminate the strategies. The team may also recommend revisiting the barriers, as some may need to be amended. The goal may also need to be altered to ensure that progress is made.	6/5/2015 one-time
G1.B1.S1.MA1	Analysis of Time Spent on Instruction, Reflection, Evaluation, and Planning During Scheduled Meeting Times	Sherman, Diane	9/8/2014	Meeting Minutes with Artifacts	6/5/2015 weekly
G1.B1.S1.MA1	Monitor Weekly and Monthly Meeting Minutes as Indicated Periodic Administrative Attendance at Meetings	Sherman, Diane	9/8/2014	Literacy and Math Monthly Meeting Minutes Weekly PLC Grade Level Meeting Minutes	6/5/2015 weekly
G1.B2.S1.MA1	Targeted Subject Area Skills	Sherman, Diane	9/15/2014	Student Assignment Report (all quarters) - Grades, Formative and Summative Assessments, Teacher Observation	5/29/2015 biweekly
G1.B2.S1.MA1	Enrichment and Intervention Groups	Sherman, Diane	9/15/2014	Formative and Summative Assessments	5/29/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.MA1	We will collect inservice record forms, PLC Meeting Minutes, and data analysis of student assessments. If results are questionable or show poor implementation we will regroup, determine whether it is an issue of implementation or fidelity and then revise the strategies included in our plan.	Fitzgerald, Lauren	8/11/2014	Evidence of effectiveness will be noted in Classroom Walk-throughs, lesson plans and a positive trend in student achievement data in areas of Reading and Math.	6/5/2015 weekly
G1.B3.S1.MA1	We will complete and submit a Professional Development request to the Teaching and Learning department. We will attend the Professional Development opportunities to monitor implementation and progress toward achieving the goal.	Sherman, Diane	8/18/2014	Effective and Highly Effective Classroom Walk-through data in all domains and student assessment data showing mastery of skills.	6/5/2015 weekly
G1.B4.S1.MA1	Administration will monitor and offer feedback	Sherman, Diane	9/15/2014	Teacher surveys,classroom observations and conversations will be considered.	6/5/2015 weekly
G1.B4.S1.MA1	PLC agendas	Sherman, Diane	9/8/2014	Agendas will be submitted and reviewed	6/5/2015 weekly
G1.B5.S1.MA1	We will review the allocation.	Cooper, Robert	8/11/2014	The budget is our evidence.	6/5/2015 weekly
G1.B5.S1.MA1	Frequent review of the budget.	Cooper, Robert	8/11/2014	The actual budget.	6/5/2015 weekly
G1.B6.S1.MA1	Assessment data will be reviewed and analized	Lias, Jennifer	8/18/2014	Assessment data	6/5/2015 monthly
G1.B6.S1.MA1	Professional development and collaboration	Lias, Jennifer	8/18/2014	Assessment results will be analyzed	6/5/2015 monthly
G1.B7.S1.MA1	A survey will be created for the APPLES teachers to complete and provide feedback.	Sherman, Diane	4/15/2015	Survey results will be analyzed to modify and perfect the program	5/27/2015 one-time
G1.B7.S1.MA1	APPLES meetings will be placed on the calendar	Sherman, Diane	9/3/2014	Mentors will meet with Assistant Principal quarterly to discuss teacher needs and requirements.	6/3/2015 weekly
G1.B1.S2.MA1	Administration will attend meetings	Cooper, Robert	9/8/2014	Evidence that norms were reviewed will be determined by observation and documentation on the agenda.	6/5/2015 weekly
G1.B1.S2.MA1	Frequent reminders to review the norms before a meeting takes place.	Sherman, Diane	9/8/2014	Agendas will be submitted and administration will attend meetings to observe that norms are being followed.	6/5/2015 weekly
G1.B1.S3.MA1	Administrators will attend meetings	Sherman, Diane	9/15/2014	Agendas will be submitted and kept in a meeting binder for reference.	6/5/2015 weekly
G1.B1.S3.MA1	Agendas will be submitted by the Grade Level Chair	Sherman, Diane	9/15/2014	Agendas will be reviewed by administration.	6/5/2015 weekly
G1.B1.S4.MA1	Lesson plans will be reviewed. We will also conduct classroom observations and walk-troughs.	Cooper, Robert	8/18/2014	Classroom walk-through data will be collected and analyzed for strategy effectiveness.	6/5/2015 weekly
G1.B1.S4.MA1	Trainings will be scheduled and expert teachers will provide the information. Administration will support, guide and attend the sessions.	Cooper, Robert	8/11/2014	Trainings will be scheduled on our Professional Development calendar and sign-in sheets will be provided.	6/5/2015 one-time
G1.B1.S5.MA1	Lesson plans will be reviewed.	Cooper, Robert	8/22/2014	Administration will monitor and provide feedback.	5/29/2015 weekly
G1.B1.S5.MA1	On Friday, administration reviews all lesson palns for the upcoming week and provide feedback.	Cooper, Robert	8/22/2014	Lesson plans that detail all of the needed components of a complete lesson are the evidence.	5/29/2015 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 Opportuntities

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

G1. The staff will work collaboratively to improve student achievement by increasing academic rigor, analyzing data to guide instruction, and participating in professional development.

G1.B1 Time to Instruct, Reflect, Evaluate, and Plan

G1.B1.S1 Creative Scheduling

PD Opportunity 1

PLC Morning Meetings

Facilitator

Robert Cooper and Diane Sherman

Participants

Teachers

Schedule

Weekly, from 9/9/2014 to 6/5/2015

PD Opportunity 2

Wednesday PLC/Professional Development Opportunities

Facilitator

District Coordinators, Curriculum Master Teachers, Literacy and Math Experts, and Adminstration

Participants

Teachers and Administration

Schedule

Weekly, from 8/27/2014 to 6/5/2015

G1.B1.S4 Professional Development to Improve Instructional Time on Task (Kagan, Teach Like a Champion, Brain-Based Teaching)

PD Opportunity 1

Kagan cooperative learning structures, Teach Like a Champion techniques and Whole Brain Teaching strategies will be explained, modeled, and discussed.

Facilitator

Administration and Teacher Leaders

Participants

Teachers

Schedule

Biweekly, from 8/11/2014 to 6/5/2015

G1.B2 Data Interpretation and Analysis

G1.B2.S1 Increase the use of data to drive Tier 1 and 2 instruction.

PD Opportunity 1

Meet collaboratively in PLC groups, to analyze standards by students to determine who (teacher) will best work on the identified skill.

Facilitator

District Staff, Teacher Leaders, and Administration

Participants

Teachers and Administration

Schedule

Weekly, from 9/8/2014 to 6/5/2015

G1.B3 Appropriate and Effective Implementation of the New Reading and Math Curriculum

G1.B3.S1 Professional Development, Collaborative Dialogue and Planning Opportunities to promote the Reading and Math Curriculum

PD Opportunity 1

Professional development opportunities in the new Reading and Math Curriculum to include effective best practices

Facilitator

District Reading and Math Coordinators and Curriculum Master Teachers

Participants

Adminsitartion and Teachers of Math and Reading

Schedule

PD Opportunity 2

Collaborative dialogue and planning opportunities

Facilitator

Administartors and PLC School-Based Leaders

Participants

Teachers

Schedule

G1.B4 Teacher Collaboration as it Relates to Academic and Behavioral Best Practices

G1.B4.S1 PLCs are a research based and proven method to improve student achievement.

PD Opportunity 1

Collaborative dialogue and planning opportunities during PLCs.

Facilitator

Grade Level Chaits

Participants

Grade level teacher teams

Schedule

Weekly, from 9/8/2014 to 6/5/2015

G1.B6 Challenge of Implementing the new Florida State Standards

G1.B6.S1 The new standards are going to be assessed using an assessment that is still unknown. Additionally, the standards were recently revised from Common Core State Standards to the Florida State Standards.

PD Opportunity 1

Our Math and ELA contacts will work with District staff to develop and present information to support our teachers with implementing the new standards and assessment.

Facilitator

Jen Lias

Participants

All grade-level chairs and teachers.

Schedule

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

G1.B7 Eight teachers new to the District

G1.B7.S1 The need for beginning and new to the District teachers to become properly inducted into the culture of Rayma C. Page. Beginning and new to the District teachers need additional support and guidance to develop their skills and talents.

PD Opportunity 1

Support and Develop Beginning Professionals

Facilitator

Diane Sherman

Participants

APPLES participants

Schedule

Weekly, from 8/18/2014 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**