

Gulf Elementary School



2014-15 School Improvement Plan

Gulf Elementary School

3400 SW 17TH PL, Cape Coral, FL 33914

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

School Demographics

School Type
Elementary

Title I
No

Free/Reduced Price Lunch
52%

Alternative/ESE Center
No

Charter School
No

Minority
34%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	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 Gulf Elementary School is to create a community of learners who are equipped with the knowledge, strength of character, and desire to reflect on the past, achieve in the present, and build for the future.

Provide the school's vision statement

To be a world class elementary school.

School Environment

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

Gulf Elementary teachers are all Kagan trained and thereby use cooperative learning structures to support positive relationships. Team building exercises are utilized to learn about each other and build relationships. Along with Kagan our school held a pre-school training that focused on Core Values and every teacher participated to find our school's Core Values and how to implement them into daily instruction. Each grade level has a common planning period to support the ability for teams to work collegially. Teachers meet weekly in their Professional Learning Communities to analyze data to direct their instruction and to work together to locate resources and plan accordingly.

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

Our school participates in the Watch DOGS program. Students love when their father or father figure comes to school to volunteer. This program not only displays a positive and safe environment for the student of that father, but also for every student that sees him. We have a safety patrol system that promotes supporting each other and being mindful of classroom and school rules. Every student wants to be a safety patrol but in order to participate students must show proficient academic achievement and positive behavior. Our school is also a PBS school in which positive behaviors are recognized. We take a proactive positive direction instead of a reactive direction involving consequences. Students are given "golden tickets" when they have been seen acting in an appropriate manner. The students then get to place their tickets in a raffle for a prize from the school's treasure chest. Students are expected to live up to the "EAGLE Expectations" which include: Engage in learning; Act responsibly; Give respect; Let others learn; Encourage safety

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

Gulf Elementary utilizes District protocols for disciplinary incidents and they are posted in our student handbook and distributed electronically and in writing if necessary to every student. Students and parents sign that they are in agreement with these policies and procedures. Teachers have clear behavioral expectations and administration provides clear direction and training when necessary for school personnel to ensure the system is fairly and consistently enforced.

Agitation/Escalation:

Many things can trigger agitation in children with autism:

- ? Not getting what he/she wants
- ? Not doing what he/she wants to do
- ? Not being able to regulate to environmental stimuli
- ? Not being able to regulate to internal stimuli

All of these triggers represent a demand to shift gears: shifting to a new activity; shifting away from a routine; shifting attention away from something uncomfortable externally; and, shifting attention away from something uncomfortable internally.

Children who are developmentally compromised in the areas of flexibility and frustration management usually:

- ? Lack the capacity to manage emotions associated with frustration well enough to think clearly in the midst of crisis; and
- ? Lack the ability to shift their thoughts from their agenda to your agenda even when faced with very meaningful consequences.

Treating “out of control”, irrational, incoherent, destructive and sometimes abusive behavior with consequences is not routinely effective in children with autistic spectrum disorders. Even when the punishment is very meaningful to the child, he/she probably won't be able to access that looming consequence in the middle of a meltdown and miraculously regain control, stop flailing around and return to the world of the rational. This is a very important concept in working with your explosive students.

Proactive strategies for maintaining a learning environment (ongoing):

Every time we work with a student, we begin our session with strategies already in place. The strategies we use are individualized but often include the following:

- ? Access to communication
- ? Access to choice
- ? Predictability
- ? Access to quality of life
- ? Environmental adaptations
- ? Analysis of common challenging behaviors and the motivation behind these behaviors
- ? Utilization of strengths and special interests as a mechanism for teaching
- ? Access to meaningful reinforcers

Warning signs of agitation and escalation:

Each child is different and each child has their own set of warning signs that indicate mounting stress and frustration. However, we can be pretty sure that an episode of agitation starts with refusal. Refusal can be shown in lots of ways: By saying “No!” effectively; by falling to the floor; by not moving; by hitting, kicking, pinching, biting; or by hiding under the table. Children with autism may refuse for many reasons and most of these reasons are linked to the universal difficulty with shifting attention.

Intervening

So what can you do to de-escalate a refusing child?

First, it is important for you to think about the demand that you are making on the child. Is it one of those completely non-negotiable requests? Is it one that on a good day is worth pursuing but on a bad day is not? Or is it something that is simply not really important? You must prioritize your demands.

A level demands = Non-negotiable

B level demands = Important, but not totally essential, can be put on hold if the child is stressed about other things

C level demands= Non-essential, eliminate

So now you know that every time a child becomes agitated when requested to shift gears from what they are doing to what you want them to do, you need to make sure that your request is essential (A level) or you should consider deferring or delaying your request (C level). Do they really need to put on their shoes? Does it really matter if they eat dessert before their pretzels? If it is really a C level request (not important), give them a choice (modeling appropriate, non-agitated communication) and

accept their selection.

Oh, you want your shoes off. Shoes on later? Okay, shoes later.

If, however, it is a fine day to work for growth and the development of new skills and you proceed with your B level request, you still need to be wise about how you intervene so that you help the child with problem solving before the agitation escalates and a meltdown ensues.

? At the first signs of agitation, you need to demonstrate to your child that you understand how hard it is to shift gears. You need to become his/her partner in this, not his/her adversary. As Dr. Greene says,

“When children are stuck in the red haze of inflexibility and frustration, they respond a lot better if they perceive adults as potential helpers, rather than as enemies”[1]

To do this, you need to offer him/her the words and affect that describe the mounting feelings. I know you are mad. You are really mad that it is time to go! It is hard to stop playing with that toy. I understand.

? You need to give your student time and space (remember that language processing can be slow and shifting gears even slower)

? You need to provide visual information instead of constant verbal prompting and/or correction.

? You should provide support and help in a calm, non-threatening manner.

? You might offer to do the activity with the child.

? You might try humor or surprise as a way of interrupting the upward spiral of agitation. If the child responds, and their affect changes to one of pleasure or curiosity, you now have a more cognitively available child for solving the problem that was fueling the agitation.

? If your student is able, you might frame the problem and get them to help with the solution.

* Uh-oh... we have a problem. I want you to get ready to go home and you want to continue to play.

What can we do about this that makes both you happy and me happy?

* Remember that with a B level request there should be flexibility in how things get solved. You need to be open to the child's solutions as long as it fits the parameters (a solution that makes both you and your student happy).

* You might need to help the child with a solution by offering choices and suggestions. After all, if they were good at coming up with solutions to these problems, they wouldn't be autistic.

Many of the strategies for A level requests are the same as previously described for B level. We still want to help a child calm down and shift their attention to the request. We still want to empathize, to provide time and space for de-escalation and compliance, to use visual supports while decreasing the amount of language being used, to use humor if appropriate, and to offer help. What we can't do however is change the limit that we are setting. We can't compromise. If you find that you can and do compromise in the end, then that was not an A level request.

A level requests are usually the trigger for full escalations. For a child that is inflexible, rigid, and routine-bound (as many of our children with autism are), being told that he/she must or mustn't do something is often intolerable. When the child finds that this limit can't be changed or altered or negotiated but simply needs to be accepted, it can be very difficult. As the adult proceeds to follow-through with the requirement, the child becomes enraged. Now he/she can't reason, his/her body often goes out of control and he/she becomes incoherent. This is the meltdown.

Meltdown:

What do you do?

? You need to wait it out safely.

? You need to have one person manage the meltdown with others nearby to help you (not to help the child).

? The person who manages the meltdown should know the child well and should feel that they will do a good job. If you are uncertain or overwhelmed or if you have lost your objectivity, hand the job over to someone else.

? You need to isolate the child. If he/she doesn't want to come with you into a safe spot, then move other children and/or other staff away.

? You need to stop talking unless your words have a soothing effect.

? If the child is attempting to hurt himself/herself or others, including you, you need to use protective

strategies so that no one gets injured.

? Once the child has begun to calm down, you might offer sensory activities such as rocking or deep pressure if, and only if, you know that this is helpful in re-organizing the child.

? Once the child has begun to calm down, you might offer the child a drink or something to eat if, and only if, you know that eating and drinking is helpful in calming and focusing this child.

? You might offer to help the child with calming strategies that he/she has practiced during non-crisis times such as counting backwards, deep breathing or singing a repetitive song.

Recovery

? When the child is out of crisis, and the request has been met (medicine has been swallowed, seatbelt has been fastened, whatever), it is important to let the child know that even though it was hard, they did a good job complying and you are proud of them. The recovery phase is short for children with limited insight. For those who can and do have insight, it is important to talk about how hard it was and how bad they felt and what can be done next time so that everyone feels better.

What you always do....

? Responding to basic needs: Proactive strategies for helping to manage stress for the child and optimize functioning and learning are an important part of every child's treatment, whether it be in the home, the school, the community or in groups. These include enhancing the opportunity for both receptive and expressive communication; adapting the environment; providing predictability; and fulfilling sensory needs.

But if they don't work on a given day or in a particular circumstance...

? Responding to agitation and escalation: The strategies for defusing potential meltdowns include: becoming the child's partner as opposed to adversary; giving the child space and time to process the problem; decreasing language; using visual supports; and, if possible, helping the child frame and solve the problem in a way that is satisfying to both you and the child.

But if these interventions don't work...

? Responding to crisis: The strategies for managing a meltdown in a therapeutic manner include isolating the child for his/her safety and the safety of others, using protective strategies in the event of dangerous and/or aggressive behavior, and waiting for the storm to blow over. As the child begins to calm, you may find that certain sensory activities increase the child's ability to grow calm and focused again.

After it is over...

? The learning phase: Although many children with autism have limited insight into their own behaviors, it is important to eventually discuss what happened with the child and to devise, as a team, ways to rehearse similar situations during non-stressed moments. Social stories, rehearsal and possibly desensitization with regular reinforcement are all appropriate post-meltdown techniques.

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

Teachers meet weekly in their Professional Learning Communities to analyze data to direct their instruction and to work together to locate resources and plan accordingly. Included in PLC's are the behavior specialist, school counselor, special area teachers, primary specialist, resource teachers, and administration. It is important to our staff that EVERY student have a staff member that they can confide in. We do not discuss the content of our conversations with each other at the meeting unless pertinent to a situation but we do ensure that every student's needs are being met. We encourage positive behavior through PBS and reward with Eagle Tokens. We use Kagan structures in the classroom that require team building and cooperation. We utilize peer mentoring and character building in daily instruction. We utilize the school's social worker when necessary.

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

Our data entry person works with classroom teachers to determine students with a high rate of absences. Teachers make contact with the parents or guardians to discuss student attendance and if the problem persists administration meets with the parents or guardians. If attendance remains an issue the school social worker is involved in the situation and follows school board policy and the law. Every student has a planner that is to be signed by their parent or guardian every evening. The planner lays out our attendance policy. When a student is absent parents are required to either email the teacher or attendance manager, write a note in the planner, or provide a doctor's note. Included needs to be: child's name, child's teacher, date of the absence, and reason for absence. A phone call will not be accepted to excuse an absence. An email or a written note from the parent or guardian is a request that the student's absence be excused and may be denied at the discretion of the principal. When a student is absent 4 or more consecutive days for illness; a doctor's note is required for the absence to be excused.

Absence from school may be excused by the principal or designee for the following reasons:

- *illness of the student
- *Illness of an immediate family member
- *Death in the immediate family
- *Religious holiday of the student's own faith
- *Required court appearance or subpoena
- *Scheduled medical or dental appointment
- *Special event: examples of special events include important public functions, conferences, state/national competitions as well as exceptional cases of family need. The student must request and receive permission from the principal at least 5 days prior to the event.

Absences-Excused Tardies and Early sign-outs

Any amount of loss of instruction time, including leaving before 3:10 PM is considered a tardy/ early sign-out. A tardy or early sign-out will be excused by the principal for the following reasons:

- *sickness or injury (leaving from the clinic only)
- *long term illness (verified by a physician's note)
- *medical or dental appointments, only when a physician's note is provided
- *Death in the family
- *Student meeting scheduled by the school
- *Required court appearance or subpoena
- *Other unique situations as presented on a case by case basis to the principal

Absences-Unexcused Absences, Tardy or Early Sign-Out

An unexcused absence, tardy or early sign-out, is any absence which has not been prearranged and approved by the principal and is not defined as excused in this policy.

- *An absence from school without notice from a parent or guardian
- *Trips or vacations
- *Truancy
- *Absences due to communicable disease requirement beyond the stated duration of communicability
- *Failure to comply with the necessary medical enrollment criteria unless specifically explained in a physician's note.

An unexcused tardy or unexcused early dismissal shall be given, but not limited to, for the following reasons:

- *over sleeping, missing the school bus, shopping trips, sport games, or picking up your child early to avoid a long wait, or personal reasons.
- *A continued medical reason and the physician's note does not stipulate that the medical condition justifies the student's tardiness or early sign-out.

Absences-Excessive Absences, Tardiness or Early Sign-Out

- *All unexcused absences, excused absences where a student is at-risk academically, unexcused tardies, and unexcused early dismissal from school shall be considered when studying excessive absences.

- *Nineteen (19) absences per year shall be deemed excessive
 - *Six (6) or more tardies per quarter shall be deemed excessive
 - *Excessive early sign-outs will be addressed on a case by case basis to determine if there is a pattern on non-attendance
 - *Unless excused under the provisions of the school's policy, accumulated early sign-outs will be recorded as unexcused absences.
 - *When a student accumulates an excessive number of absences and additional absences occur, which are caused by illness, a written statement from a physician verifying that the absence was caused by an illness must be submitted by the parent or guardian.
- Absences-Absences-Retention due to excessive absences, tardiness, and/or early dismissal from school

If a student accrues nineteen (19) or more excused or unexcused absences or excessive tardies (6 or more in a 9 week period) where the student is at risk academically within a school year, the student may be referred to the Child Study Team to be considered for possible retention. When a student's name is referred to the Child Study Team, all absences and all unexcused tardies, as well as early sign-outs, will be reviewed (School Board Policy 4.16)

Absences-Makeup Work

Missed school and homework, due to an absence, may be requested only if the child has been out two (2) or more days. Please inform the school as early as possible if you request work. Schoolwork may be picked up after dismissal. This allows the teacher time to gather the child's books and assignments.

The teacher shall work with the student to allow the student to make up any missed assignments, tests, homework, etc. whether for excused or unexcused absences.

The missed school work is due in the same number of days that the student was absent plus 1 additional day (i.e. missed two (2) days the student has three (3) days to turn in work).

Immediately upon returning to school from an absence, the student shall be given the number of days missed plus one additional day to submit make-up work for full credit.

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
	4	5	
Attendance below 90 percent	0	0	
One or more suspensions	0	0	
Course failure in ELA or Math	0	0	
Level 1 on statewide assessment	21	27	48

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

Gulf Elementary's leadership team PLC's every Tuesday to address students being identified through the early warning system. Jennifer Myers pulls reports in Performance Matters and STAR Math to monitor student achievement data. Elly Kurkimilis is our data entry person and monitors student attendance, tardies, and early sign-outs. Jason Robinson is the school behavior specialist and works with Dani Clark to address any behavior issues that may arise. Jennifer Lusk pulls STAR Reading

and Early Literacy data to address reading concerns. All members of the leadership team attend grade level PLC's to make sure our system is fluid and works not only to support student achievement but further supports teachers.

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

Implementation of Watch D.O.G.S. program, Dad's of Great Students. Dad's volunteer 1 full day per year. Math Night, STEM Night, Book Fair, Fall Festival, Technology Tools for Parents, SAC and PTO meetings, Conferences, Music Performances, Talent Show, Field Day. The district now has an app for tablets and smart phones. Families can log in and have access to their child's grades, lunch account, receive notifications from the teacher, school, and district and contact the teacher.

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

Gulf has built relationships with community organizations and businesses all over Lee County. Some of these relationships have been built through community members having students attend our school and others simply by reaching out and inviting participation. This year we are hoping to work with Kohl's Cares and have Kohl's employees volunteer at after school events. Target, Publix, and Walgreens have all either donated supplies or sent employees for the last several years and will continue to support school activities this year. We nurture the relationships that we build through appreciation and always send thank you notes to convey our thanks. We use social media such as our FaceBook and Twitter to inform our community of the support that has been provided, therefore providing additional advertising for the supporting organization. We further send home newsletters to inform parents of what is going on at school and community involvement opportunities.

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
Verblaauw, Kim	Principal
Grecsek, Mary Beth	Assistant Principal
Lusk, Jennifer	Instructional Coach
Myers, Jennifer	Instructional Coach
Brown, Michelle	Teacher, ESE
Clark, Dani	Guidance Counselor
Robinson, Jason	Teacher, K-12

Duties

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

Tier 1(Leadership Team)

- Administrator(s), MaryBeth Grecsek and Kim Verblaauw will schedule and facilitate regular MTSS meetings, ensure attendance of team members, ensure follow up of action steps, allocate resources; In addition to the school administrator(s) the school's Leadership Team will include the following members who will carry out SIP planning and MTSS problem solving
- Jennifer Lusk the school Primary Specialist, Jennifer Myers school math resource teacher. and Jason Robinson school Behavior Specialist
- Special education personnel:
 Yvette Kirgan, School Nurse, if needed
 Erin De la Costa, Social Worker, if needed
 Marty Uhlar or Kathy Keil, Speech and Language Pathologist, if needed
 Diana Powers, School Psychologist, if needed
 Cathy Santoro, Michelle Brown ESE Teacher, if needed
 Amanda Balcuski, Staffing Specialist, if needed
 Doris Ramos, ESOL Representative, if needed
- School guidance counselor, Dani Clark
- Member of advisory group, community stakeholders, parents, Gina Esposito, Stacy Spencer, and
- In addition to Tier 1 problem solving, the Leadership Team members will meet periodically (specify frequency) to review consensus, infrastructure, and implementation of building level MTSS.

Tier 2

Selected members of the MTSS Leadership Team will conduct regular meetings to evaluate intervention efforts for students by subject, grade, intervention, or other logical organization. In addition to those selected other teachers will be involved when needed to provide information or revise efforts.

Tier 2 Members

Administration, MaryBeth Grecsek and Kim Verblaauw, Jennifer Lusk, Primary Specialist, Jennifer Myers, School Support Facilitator, Jason Robinson, Behavior Specialist, Michelle Brown, ESE Specialist, and Dani Clark School Counselor.

Tier 3 SST

Selected members of the Leadership Team, Tier 2 Team, and parent/guardian make up the Tier 3 SST Problem Solving Team.

Tier 3 members:

Administration, MaryBeth Grecsek and Kim Verblaauw, Jennifer Lusk school Primary Specialist, Jennifer Myers School Support Facilitator, Jason Robinson school Behavior Specialist, Dani Clark School Counselor and Michelle Brown ESE Specialist.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students

and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS Leadership Team uses the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. Determining how we will know if students have made expected levels of progress towards proficiency? (What progress will show a positive response?)
4. Respond when grades, subject areas, classes, or individual students have not shown a positive response? (MTSS problem solving process and monitoring progress of instruction)
5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring for all interventions and analyze that data using the Tier 2 problem solving process after each progress monitoring.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

We will use supplemental funds for improving basic education as follows: Title 2

- training for add-on endorsement programs, such as Reading, Gifted, ESOL, ESE, Implementation of CCSS.

- training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL)

and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs
- parent outreach activities
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers
- reading and supplementary instructional materials(K-5)
- cultural supplementary instructional materials (K-5)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science.

SAI supplemental funds will be used for improving reading and math for students by providing them after school tutoring two days a week.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Stacy Spencer	Parent
Keri Donahue	Parent
Candice Ballard	Parent
Scott Hertz	Parent
Chris Goebel	Business/Community
Theresa Janingan	Parent
Jaimie Cerabona	Parent
Lori Sparks	Parent
Susanne Bisplinghoff	Teacher
Rachelle Resendes	Teacher
Kim Verblaauw	Principal
Julia Buetow	Parent
Tina Van Veghton	Parent
Jennifer Lusk	Teacher
Trish Johnston	Student
Avery Verblaauw	Student
Jose Rodriguez	Education Support Employee
Pam Lynch	Education Support Employee
Kylie Lusk	Student
	Student

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 SAC will approve the 2014-2015 School Improvement Plan and will discuss goals from last years SIP. Goals that weren't met will be addressed.

Development of this school improvement plan

Discussed 2013-2014 school academic data. Revised goals for the 2014-2015 school year.

Preparation of the school's annual budget and plan

Administration will present the school's annual budget and discuss how funding is and will be spent during the 2014-2015 school year.

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

Provide staff development in professional learning communities and analyzing data. After school tutoring for identified students not meeting grade level standards.

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
Verblaauw, Kim	Principal
Grecsek, Mary Beth	Assistant Principal
Brown, Michelle	Teacher, ESE
Clark, Dani	Guidance Counselor
Lusk, Jennifer	Instructional Coach
Myers, Jennifer	Instructional Coach
Robinson, Jason	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Reading Leadership Teams will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions. Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout. The team will also participate in a book study.

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

All grade levels have common planning to support grade level meetings, support peer teachers, and to hold weekly PLC meetings. During PLC meetings every team begins by creating meeting Norms and has

a process to ensure the Norms are followed. PLC's follow a strict set of guidelines promoting a safe environment that is data driven and student focused.

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

District provides support for new teachers. Teachers that are out of field must sign a contract to obtain credentials to obtain certification. Teachers are provided a peer teacher for support.

MaryBeth Grecsek, Assistant Principal

Gulf has developed strong Professional Learning Communities and continues to build and support strong collegial grade level teams. Professional Learning Communities are cross subject area and vertical to ensure students learning progresses at a necessary rate year after year.

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

Provided peer teacher within same grade level. Teacher/Peer teacher have common planning to review data and plan for learning.

Monthly meetings with new teachers and Administration, as needed progress monitoring meetings, Primary Specialist will attend grade level PLC meetings to assist with collaboration and support curriculum needs. Continue the implementation of Kagan Cooperative Learning into instruction with Kagan Coaching and modeling; new teachers will participate in online curriculum training to increase knowledge of curriculum and teaching strategies. Veteran teachers will be encouraged to attend Clinical Education Training to further support beginning educators.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Teachers complete lesson plans in Oncourse and include State Standards being covered and best practices. Teachers document differentiated instruction and strategies used to support accelerated, remedial, and on level learners. Lesson plans are checked weekly by administration. Administration completes walk-throughs and follow up through a coaching model to monitor and support classroom instruction. Teachers are provided District approved student work books and curriculum to support the instruction of the state standards. Teachers follow the District created academic plans to ensure all standards are taught in accordance with the state requirements.

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

Teachers and Coaches utilize a variety of formative and summative assessments to monitor student progress. Programs such as Compass and Reflex Math email student progress reports to the teacher so that electronic learning paths can be differentiated and individual personal support can be provided in the classroom. Students use the STAR Reading, Early Literacy, Math, and AR programs to assist with data tracking and these produce a variety of reports to support individual interventions. Teachers meet weekly during PLC's to track student data, discuss ways to support achieving students and remediate for struggling students. Best practices are shared with the PLC team to promote student

achievement in all classrooms. Performance Matters allows teachers to identify specific standards that students have or have not mastered to make data driven decisions.

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

Strategy: Extended School Day

Minutes added to school year: 2,040

Certified teachers will instruct third through 5th grade students in small groups. The curriculum for the Extended Day Program will be intensive reading, and /or mathematics instruction for students who are below district and/or state standards. The instruction will target specific areas in which students are weak and will continuously be assessed to determine mastery.

Strategy Rationale

Students have individual needs and extended day will provide a constant cycle of intervention, formative assessments, and individual support. Communication with classroom teachers and families will further support what occurs in the Extended Day Program

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Myers, Jennifer, jenniferamy@leeschools.net

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

Data is collected by homeroom teachers, after school program teachers, and administration. This data is reviewed on a consistent basis and instruction is revised as necessary. At the end of each semester grade level data is reviewed to determine the effectiveness of the program by evaluating student gains and comparing students in the program against those not in the program. Professional Learning Communities are also beneficial in determining the effectiveness of this strategy.

Student Transition and Readiness

PreK-12 Transition

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

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

Administration of kindergarten screening tool. Provide extended school day for students who have been identified in STAR Early Literacy.

Open house with classroom visits

Screening data will be collected and aggregated for the first 30 days of school using the FLKRS assessment. Data will be 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. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills.

The Fifth Grade Team works to set high expectations in all subject areas to provide the appropriate foundation for all students to be successful in middle school, providing them with a wider range of

elective choices. The fifth grade students will participate in a field trip to a nearby middle school to expose students to the environment and support a smooth transition. The elementary school provides the middle school with the necessary academic documents to aid the middle school in creating the appropriate schedule and course work.

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

Gulf strives to create awareness through incorporation of SAC members and daily volunteers. Fathers or father figures may participate in our Watch D.O.G.S. Program to provide mentorship for not only their child but every student at Gulf. Teachers utilize college and career readiness curriculum and incorporate real world experiences to support instruction.

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

N/A

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

Gulf is piloting a new program "Project Lead the Way" which uses problem based learning and the engineering design process (ask, explore, model, evaluate, explain) to solve problems through developing many possible solutions and narrowing them down to one final best choice. This problem solving strategy can further be applied across all academic areas.

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

N/A

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.** All teachers will routinely plan for learning and engaging students in reading informational text and the research process to perform tasks across the content areas including writing within the content areas as measured by lesson plans and walk-throughs

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. All teachers will routinely plan for learning and engaging students in reading informational text and the research process to perform tasks across the content areas including writing within the content areas as measured by lesson plans and walk-throughs **1a**

 G039376

Targets Supported **1b**

Indicator	Annual Target
Effective+ Teachers (Performance Rating)	92.0
ELA/Reading Gains	65.0
ELA/Reading Lowest 25% Gains	54.0
Math Gains	67.0
Math Lowest 25% Gains	58.0

Resources Available to Support the Goal **2**

- C-Palms, Compass, new reading and math curriculum, STEM special, technology special, Readworks.org, Reflexmath.com
- PLCs, common planning time, professional development
- Extended School Day, MTSS
- "Project Lead the Way"

Targeted Barriers to Achieving the Goal **3**

- Teachers need to improve the application of collaborative, data driven analysis of instruction
- Lack of differentiated instruction for accelerated students

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

PLC meeting scheduled, charting remediation and enrichment, writing samples.

Person Responsible

Mary Beth Grecsek

Schedule

Weekly, from 8/11/2014 to 6/9/2015

Evidence of Completion

PLC agendas, meeting minutes, grade level data, lesson plans. Mid year and end of year assessments.

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. All teachers will routinely plan for learning and engaging students in reading informational text and the research process to perform tasks across the content areas including writing within the content areas as measured by lesson plans and walk-throughs **1**

 G039376

G1.B1 Teachers need to improve the application of collaborative, data driven analysis of instruction **2**

 B094849

G1.B1.S1 Design and implement ongoing support through structured PLCs. **4**

 S105926

Strategy Rationale

Teachers will have a better understanding of collaborative data driven decisions and how to implement differentiated instruction based on that data.

Action Step 1 **5**

Delivered professional development, sharing data and PLC structure to staff

Person Responsible

Jennifer Myers

Schedule

Weekly, from 8/11/2014 to 6/9/2015

Evidence of Completion

agenda, sign in sheets

Action Step 2 5

Established guidelines to establish PLCs, created handbook and expectations and protocols of the first six meetings

Person Responsible

Jennifer Lusk

Schedule

Weekly, from 8/11/2014 to 6/9/2015

Evidence of Completion

submission of grade level norms, SMART goals, Professional Learning Team Data-Literacy, Structuring Data Conversation worksheet

Action Step 3 5

Oversees and monitors: Ongoing collaboration, Planning, establishing and publishing agendas from PLC meetings, facilitate meetings, meeting minutes, facilitate weekly sign in sheets to the meetings, track and log

Person Responsible

Kim Verblaauw

Schedule

Weekly, from 8/11/2014 to 6/9/2015

Evidence of Completion

minutes, agenda, student data, instruction and intervention plans

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

Design and implement ongoing support for teachers through structured PLCs (weekly)

Person Responsible

Mary Beth Grecsek

Schedule

Weekly, from 8/11/2014 to 6/9/2015

Evidence of Completion

PLC agendas, minutes, classroom walkthrough data collection, data chats, individual professional development plans

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

collect and analyze student data to monitor for mastery of standards

Person Responsible

Jennifer Myers


Schedule

Daily, from 8/11/2014 to 6/9/2015

Evidence of Completion

MTSS/student progress monitoring data

G1.B1.S2 Design teacher exit slips for PLC meetings 4

 S105927

Strategy Rationale

Honest feedback can generate a more positive and productive environment

Action Step 1 5

PLC's will create team norms and exit slips will be utilized to maintain focus among the group

Person Responsible

Jennifer Lusk

Schedule

Weekly, from 8/11/2014 to 6/9/2015

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

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

PLC leaders will collect and respond to exit slips in a safe and anonymous format to ensure honesty and participation.

Person Responsible

Jennifer Lusk


Schedule

Weekly, from 8/11/2014 to 6/9/2015


Evidence of Completion

Meeting minutes from PLC meeting will reflect response to exit slip concerns or celebrations

G1.B2 Lack of differentiated instruction for accelerated students 2

 B094850

G1.B2.S1 Identify students who have already mastered Standards and provide them with enrichment and accelerated activities to continue their individual learning. 4

 S105929

Strategy Rationale

All students deserve to have an education that helps them attain their personal best.

Action Step 1 5

Performance Matters, STAR Reading, Early Lit, Math, and AR will all be evaluated to assist in identification and progress monitoring.

Person Responsible

Jennifer Myers

Schedule

Quarterly, from 8/11/2014 to 6/9/2015

Evidence of Completion

Reviewing STAR data during professional learning communities.

Action Step 2 5

Students will be provided enrichment and accelerated activities that align with Project Lead the Way Program.

Person Responsible

Kim Verblaauw

Schedule

Biweekly, from 8/11/2014 to 6/9/2015

Evidence of Completion

Teacher will collect data as required by PLTW related to the enrichment activities.

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

The School Support Facilitator will monitor student data to ensure adequate student progress at all individual achievement levels

Person Responsible

Jennifer Myers

Schedule

Quarterly, from 8/11/2014 to 6/9/2015

Evidence of Completion

Reports from Performance Matters, STAR, Reflex Math, and Compass

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

Review data to ensure progression

Person Responsible

Jennifer Myers

Schedule

Quarterly, from 8/11/2014 to 6/9/2015

Evidence of Completion

Student progress reports

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	Delivered professional development, sharing data and PLC structure to staff	Myers, Jennifer	8/11/2014	agenda, sign in sheets	6/9/2015 weekly
G1.B1.S2.A1	PLC's will create team norms and exit slips will be utilized to maintain focus among the group	Lusk, Jennifer	8/11/2014		6/9/2015 weekly
G1.B2.S1.A1	Performance Matters, STAR Reading, Early Lit, Math, and AR will all be evaluated to assist in identification and progress monitoring.	Myers, Jennifer	8/11/2014	Reviewing STAR data during professional learning communities.	6/9/2015 quarterly
G1.B1.S1.A2	Established guidelines to establish PLCs, created handbook and expectations and protocols of the first six meetings	Lusk, Jennifer	8/11/2014	submission of grade level norms, SMART goals, Professional Learning Team Data-Literacy, Structuring Data Conversation worksheet	6/9/2015 weekly
G1.B2.S1.A2	Students will be provided enrichment and accelerated activities that align with Project Lead the Way Program.	Verblaauw, Kim	8/11/2014	Teacher will collect data as required by PLTW related to the enrichment activities.	6/9/2015 biweekly
G1.B1.S1.A3	Oversees and monitors: Ongoing collaboration, Planning, establishing and publishing agendas from PLC meetings, facilitate meetings, meeting minutes, facilitate weekly sign in sheets to the meetings, track and log	Verblaauw, Kim	8/11/2014	minutes, agenda, student data, instruction and intervention plans	6/9/2015 weekly
G1.MA1	PLC meeting scheduled, charting remediation and enrichment, writing samples.	Grecsek, Mary Beth	8/11/2014	PLC agendas, meeting minutes, grade level data, lesson plans. Mid year and end of year assessments.	6/9/2015 weekly
G1.B1.S1.MA1	collect and analyze student data to monitor for mastery of standards	Myers, Jennifer	8/11/2014	MTSS/student progress monitoring data	6/9/2015 daily
G1.B1.S1.MA1	Design and implement ongoing support for teachers through structured PLCs (weekly)	Grecsek, Mary Beth	8/11/2014	PLC agendas, minutes, classroom walkthrough data collection, data chats, individual professional development plans	6/9/2015 weekly
G1.B2.S1.MA1	Review data to ensure progression	Myers, Jennifer	8/11/2014	Student progress reports	6/9/2015 quarterly
G1.B2.S1.MA1	The School Support Facilitator will monitor student data to ensure adequate student progress at all individual achievement levels	Myers, Jennifer	8/11/2014	Reports from Performance Matters, STAR, Reflex Math, and Compass	6/9/2015 quarterly
G1.B1.S2.MA1	PLC leaders will collect and respond to exit slips in a safe and anonymous format to ensure honesty and participation.	Lusk, Jennifer	8/11/2014	Meeting minutes from PLC meeting will reflect response to exit slip concerns or celebrations	6/9/2015 weekly
G1.B1.S2.MA1	[no content entered]			once	

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. All teachers will routinely plan for learning and engaging students in reading informational text and the research process to perform tasks across the content areas including writing within the content areas as measured by lesson plans and walk-throughs

G1.B1 Teachers need to improve the application of collaborative, data driven analysis of instruction

G1.B1.S1 Design and implement ongoing support through structured PLCs.

PD Opportunity 1

Delivered professional development, sharing data and PLC structure to staff

Facilitator

Administration and leadership team

Participants

All teachers

Schedule

Weekly, from 8/11/2014 to 6/9/2015

G1.B1.S2 Design teacher exit slips for PLC meetings

PD Opportunity 1

PLC's will create team norms and exit slips will be utilized to maintain focus among the group

Facilitator

Jennifer Lusk will partner with PLC leads to ensure fidelity

Participants

Grade level teams, PLC participants

Schedule

Weekly, from 8/11/2014 to 6/9/2015

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: All teachers will routinely plan for learning and engaging students in reading informational text and the research process to perform tasks across the content areas including writing within the content areas as measured by lesson plans and walk-throughs	5,588
Grand Total	5,588

Goal 1: All teachers will routinely plan for learning and engaging students in reading informational text and the research process to perform tasks across the content areas including writing within the content areas as measured by lesson plans and walk-throughs

Description	Source	Total
B1.S1.A1 - PLC #1 What Do We Want Our Students to Learn? Domains 1, 2, 3, 4		0
B1.S1.A1 - PLC #2 How Will We Know When They Have Learned It? Domains 1, 2, 3, 4		0
B1.S1.A1 - PLC #3 How Will We Respond When the Students Experience Difficulty? Domains 1, 2, 3, 4		0
B1.S1.A1 - PLC #4 How Will We Respond When a Student Already Knows It? Domains 1, 2, 3, 4		0
B1.S1.A1 - WEBBS/ Check for 3: Standards Based Instruction: Domain 3		0
B1.S1.A1 - Thinking Skills: Standards Based Instruction: Domain 3		0
B1.S1.A1 - K-12 Writing Quarter 2 : Standards Based Instruction: Domain 1, 3		0
B1.S1.A1 - Bring Your Own Device: Student Engagement: Domain 3		0
B1.S1.A1 - K-12 Writing Rubric Quarter 3: Standards Based Instruction: Domain 1, 3		0
B1.S1.A1 - K- 12 Writing Rubric Quarter 4: Standards Based Instruction: Domains 1, 3		0
B2.S1.A1 - STAR Math license and intervention materials	School Improvement Funds	3,000
B2.S1.A2 - The program required 7 teachers to attend training at FGCU as well as purchase the license to utilize the PLTW curriculum.	School Improvement Funds	2,588
Total Goal 1		5,588