

Tortuga Preserve Elementary School



2014-15 School Improvement Plan

Tortuga Preserve Elementary School

1711 GUNNERY RD N, Lehigh Acres, FL 33971

<http://tpe.leeschools.net>

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

83%

Alternative/ESE Center

No

Charter School

No

Minority

74%

School Grades History

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

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
Priority	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

Through Quality Practices, collaboration, respect and dedication, we engineer leaders today for tomorrow.

Provide the school's vision statement

To be an elite nation model for STEM education.

School Environment

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

Through the use of the Leader in Me program, students and teachers build their relationships by going through the 7 Habits and understanding each student. In addition, Kagan Cooperative Learning provides opportunities for teachers and students to work on teambuilding within groups and classbuilding. Lastly, with Choosing Excellence, we build relationships by understanding the students' basic needs and having class meeting where students can share their thoughts and feelings.

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

With our Choosing Excellence training, teachers are trained to work with their classes to understand their students basic needs throughout the day to ensure that all students are engaged in their learning. They also provide questioning techniques to dig deeper into the feelings and thoughts of students in regards to their behavior and academics. In addition, our Leader in Me program has focused on being leaders in school and at home. We have a Guidance Counselor who provides classes during parts of the day but also meets with students one-on-one and in small groups. We have established an SOS program where staff members mentor students and have a check-in and check-out system. Our WATCH Dogs program has positive male role models that mentor students in our school. Administration works with students to make positive changes and consistently checks-in with them to see how they are doing.

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

Processes and Procedures are created with the School Leadership Team (SLT) and taught to students. These are reviewed during our Great Expectations Day and throughout the school year (School News, Power Points, etc.) to ensure students are aware and reminded of school expectations. Classroom buddies are assigned for new students arriving after the school year has started to ensure expectations have been explained.

The Leadership Team/Lighthouse Team meets regularly to team that meets weekly to discuss students with barriers to academic and social success; review classroom processes to ensure student engagement. Teachers are encouraged to maintain a minimum of a 5-6 students during Literacy/Math Center to ensure students remain engaged during instructional time. Ensure teachers are trained in Leader in Me, Positive Behavioral Support, Infraction Reports, Check-in/Check-out, and The

Questioning Model.

The Data Team reviews data with PLC to ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will review and convey expectations for each learning activity. Staff will make references to STEM behavioral expectations and Three R's: "Respectful, Responsible and Ready to Think" when providing students with positive feedback ("You were responsible when you returned your library book on time.")

Class meetings will occur on a frequent basis to include student feedback.

School-wide recognition system is in place; Accelerated Reader Recognition; 25%; 50%; 75% and 100% Quarter Recognition

Counseling services are provided with dedicated time for the core classroom guidance instruction on developing: Learning Strategies, Self-Management Skills, and Social Skills (Learning for Life and Auto Be Good are programs that are available for our Social Communication classrooms as well as General Education students) that contribute to student engagement leading to improved academic achievement resulting in college-career readiness.

Watch-D.O.G.S Mentors assigned to students identified with concerns.

A Check-in/Check-out system is utilized with students in need of positive adult interactions and positive feedback throughout the school day.

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

Tortuga Preserve Elementary (TPE) staff provide students with a variety of opportunities and services to support students' social-emotional growth. As a Leader in Me school, TPE students are encouraged to utilize the 7 Habits of Highly Effective People in their day-to-day decision making. In addition to Leader in Me, TPE teachers have been trained in Kagan Cooperative Learning. Kagan Cooperative Learning structures provide structured opportunities for students to interact with one another and has been shown to lead to increases in student achievement and prosocial behaviors. TPE also provides a range of support services to meet the social-emotional needs of all students. TPE has a full-time guidance counselor, social worker, and behavior specialist who provide support and interventions to students as needed. TPE also participates in the Florida Multi-Tiered System of Support (MTSS) process which is designed to use data progress monitoring to support students' academic and social-emotional outcomes.

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

NA

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
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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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/181867>.

Description

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

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

Tortuga Preserve Elementary (TPE) staff actively reach out to community members and businesses to develop meaningful partnerships. School staff, parents, and volunteers pursue partnership and recommend partners to the school's administration. Once approved, community and business partners work with teachers, parents, and volunteers to support activities, events, and learning opportunities for TPE stakeholders. Some of our partnerships include:

- Dancing Classrooms
- Providence Church
- Wendy's
- Publix
- Laces of Love
- Horace Man Financial Services
- Saint Vincent de Paul
- Boy Scouts
- Harry Chapin Food Bank

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
Adams, Alane	Principal
Backens, Shandra	Instructional Coach
Beck, Jill	Instructional Coach
Bobak, Amy	Assistant Principal
Feliciano, Elizabeth	Assistant Principal
Sanon, David	Administrative Support

Duties

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

The roles of each member are as follows:

Classroom Teacher

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

Reading/Math Coach/Specialist

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

Speech-Language Pathologist

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

Principal/Assistant Principal

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

Curriculum Specialist

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

School Psychologist

- Attend MTSS Team meetings on some students receiving supplemental supports & on all students receiving intensive supports
 - Monitor data collection process for fidelity
 - Review & interpret progress monitoring data
 - Collaborate with MTSS Team on effective instruction & specific interventions
 - Incorporate MTSS data when guiding a possible ESE referral & when making eligibility decisions
- ESE Teacher/Staffing Specialist
- Consult with MTSS Team regarding intensive interventions
 - Incorporate MTSS data when making eligibility decisions
- Specialist (Behavior, OT, PT, ASD)
- Consult with MTSS Team
 - Provide staff trainings
- Social Worker
- Attend MTSS Team meetings when requested
 - Conduct social-developmental history interviews and share with MTSS Team
- ESOL/ELL Representative
- Attend all MTSS Team meetings for identified ELL students, advising and completing LEP paperwork
 - Conduct language screenings and assessments
 - Provide ELL interventions at all tiers

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

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

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 Ruth Cooper and the Lutheran Service; vocational instructors establish partnership with businesses so students will have an opportunity to continue to develop their vocational skill.

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

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

Title X- Homeless Title X coordinates with Title I, Part A, to provide comparable services to homeless children who are not attending Title I schools. By providing ongoing collaboration between Title X and Title I, Part A, program staff, the same services for homeless students in Non-Title I schools are provided to homeless students in Title I schools. In addition to serving homeless students not enrolled in Title I schools, set-aside funds are used to provide services to homeless students who are attending Title I schools. Homeless students who attend Title I school-wide or targeted assistance schools may have unique challenges that are not addressed by the regular Title I program at these schools. These challenges may create barriers to full participation in Title I programs and defeat the overarching program goal of helping all students meet challenging state standards. For instance, students residing in shelters, motels, or other overcrowded conditions may not have a quiet place to study at the end of the day and may require extended after-school library time; tutoring and/or accessibility to tutoring as needed, school supplies, expedited evaluations, extended days/ learning opportunities, Saturday schools, summer academic camps, coordination of services with shelters or other homeless service providers, or, a student who is dealing with the stress and anxiety associated with homelessness may not be able to focus on his or her studies and may benefit from school counseling services. Through Title I, Part A, or Title I, Part A, in conjunction with Title X, McKinney-Vento funding homeless students can take part in services that enable them to benefit more from a school's Title I program.

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

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

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

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

Housing Programs

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

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

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

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

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

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Elsie Yepes	Parent
Jennifer Mooneyham	Parent
Glen Nolen	Parent
Passhun Rogers	Teacher
Jason Nice	Teacher
Barbara Mateo	Education Support Employee
Alex Hill	Business/Community
Charlie Mitchell	Business/Community
Luz-Helena Arias	Education Support Employee

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 SIP plan was discussed at the September 9th, 2014 SAC meeting. Test scores were reviewed and questions were answered regarding data and school grade. 2013-14 SAC members presented the new Parent Involvement Plan to the 2014-15 SAC team for approval.

Development of this school improvement plan

SAC members will review the working document, offer revision suggestions, and provide approval on 10/7/14.

Preparation of the school's annual budget and plan

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

School improvement funds will be allocated to school wide data driven initiatives related to student achievement.

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
Adams, Alane	Principal
Beck, Jill	Instructional Coach
Backens, Shandra	Instructional Coach
Sanon, David	Administrative Support
Bobak, Amy	Assistant Principal
Feliciano, Elizabeth	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The major goal of the LLT is that every student will read on grade level by the end of the school year or make one years academic gain in Reading. Proper implementation of Common Core will be a major initiative.. Extensive Training in Differentiated Instruction, CRA model and Reading Strategies will be on-going throughout the year.

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

NA

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

Our school uses the District's plan to recruit and retain highly qualified, certified-in-field, effective teachers to the school. The principal conducts intensive interviews, contracts references, provides specific new teacher training, pairs new teachers with mentors and conducts monthly meetings with new teachers to the school to reinforce teaching techniques, processes, and to provide support.

Alane Adams, Principal

Elizabeth Feliciano - Assistant Principal

Amy Bobak - Assistant Principal

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

All first year Teachers are paired with effective mentor teachers who have completed Clinic Education and have agreed to mentor a new teacher. In addition, consideration of grade level, personality, strengths and weaknesses play a part in pairing. Planned mentoring activities include: scheduled meetings focused on areas of need or on processes, observations, pre & post conferences, model lessons, discussion of best practices, coaching and classroom management and check-in's.

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

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

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: 4,500

All teachers will incorporate intervention time (WINN time - What I Need NOW) for all students that require additional support or enrichment in core academic subjects based on District common assessments and teacher made formative assessments.

Teachers will use data to drive instruction, to enrich or remediate students based on needs..

In addition, students in grades 3, 4 & 5 will be offered the opportunity to participate in afterschool tutoring based on their specific need.

Being a STEM based school, students participate in Quarterly STEM projects that promote higher order critical thinking skills.

Strategy Rationale

Core Instruction need

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

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

Data is collected through our school wide created data dashboard, Sharepoint, Performance Matters.

Individual Student Developmental Gains will be used to monitor and determine the effectiveness of the above strategies.

Student Transition and Readiness

PreK-12 Transition

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

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

- Orientation meetings will be held prior to the start of the school year for kindergarten students and their families to familiarize them with the school and expectations for the coming year.
 - All students are assessed prior to or upon entering within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. 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.
- * Students moving to middle school will have the opportunity to attend various open houses held during school choice open enrollment. Each middle school has established an orientation program for incoming 6th graders.

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

NA

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

NA

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

NA

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

NA

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.** Use common assessments to support PLC planning and implementation of ambitious differentiated standards-based lessons for all content and SMART time instruction.

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. Use common assessments to support PLC planning and implementation of ambitious differentiated standards-based lessons for all content and SMART time instruction. 1a

G039850

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	70.0
Math Gains	70.0
FCAT 2.0 Science Proficiency	56.0
Math Lowest 25% Gains	64.0
ELA/Reading Lowest 25% Gains	70.0
AMO Math - All Students	54.0
AMO Math - African American	50.0
AMO Math - Hispanic	51.0
AMO Math - White	62.0
AMO Math - ELL	33.0
AMO Math - SWD	35.0
AMO Math - ED	52.0
AMO Reading - All Students	60.0
AMO Reading - African American	50.0
AMO Reading - Hispanic	57.0
AMO Reading - White	75.0
AMO Reading - ELL	43.0
AMO Reading - SWD	42.0
AMO Reading - ED	57.0

Resources Available to Support the Goal 2

- Additional 25 minutes
- Common Planning time
- Coaches (Reading, Math, Science)
- Professional Development Resource teacher - focus on Data
- STEM
- Professional Development Plan
- District Support
- CASTLE program
- Technology - I-pads, Smart boards, Response systems, etc

Targeted Barriers to Achieving the Goal 3

- Lack of understanding of Florida Standards to impact Instructional practices
- Lack of understanding of DATA and assessment practices

Plan to Monitor Progress Toward G1. 8

District, School and State created assessments will be used to monitor students growth

Person Responsible

Alane Adams

Schedule

Quarterly, from 8/4/2014 to 6/5/2015

Evidence of Completion

State and or District Summative 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. Use common assessments to support PLC planning and implementation of ambitious differentiated standards-based lessons for all content and SMART time instruction. **1**

 G039850

G1.B1 Lack of understanding of Florida Standards to impact Instructional practices **2**

 B096251

G1.B1.S1 To enhance ambitious instructional strategies in all content areas **4**

 S107460

Strategy Rationale

To insure that all instructional stakeholders apply consistent ambitious instructional strategies

Action Step 1 **5**

Provide professional development in "Leader in Me"

Person Responsible

Alane Adams

Schedule

Annually, from 8/4/2014 to 8/6/2014

Evidence of Completion

Decrease in Behavioral referrals

Action Step 2 5

Provide Professional Development in "Thinking Maps"

Person Responsible

Alane Adams

Schedule

Biweekly, from 8/11/2014 to 12/3/2014

Evidence of Completion

Student samples and Teacher samples for each Map will be shared biweekly.

Action Step 3 5

Provide Professional Development in UBD (Understanding by Design)

Person Responsible

Alane Adams

Schedule

On 8/27/2014

Evidence of Completion

Lesson Plans

Action Step 4 5

Provide Professional Development in the Questioning Process through Quality

Person Responsible

Alane Adams

Schedule

On 8/8/2014

Evidence of Completion

Decrease in Behavioral referrals; Use of questions when looking at DATA (Student conference)

Action Step 5 5

Create a Process Document (Flow chart) for implementing Differentiated Instructional practices.

Person Responsible

Alane Adams

Schedule

On 8/25/2014

Evidence of Completion

Completed document

Action Step 6 5

Provide Professional Development on Implementing Differentiated Instructional Practices

Person Responsible

Alane Adams

Schedule

On 8/28/2014

Evidence of Completion

Action Step 7 5

Facilitate PLC meetings to assure that practices are implemented

Person Responsible

Alane Adams

Schedule

Weekly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Common Assessments

Action Step 8 5

To provide Peer coaching

Person Responsible

Alane Adams

Schedule

On 6/5/2015

Evidence of Completion

Video Tapes and reflection sheet

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

Data collected will monitor and assure ambitious instructional strategies are being used in classrooms

Person Responsible

Alane Adams

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Video's, Lesson Plans, Teacher Data binders, PLC minutes/agenda's, Student Report Cards; STAR data

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

Monitor the data brought to PLC and instructional decisions

Person Responsible

David Sanon

Schedule

On 6/5/2015

Evidence of Completion

Classroom observations, Lesson plans, Classroom work samples, teacher created formative and summative assessments

G1.B3 Lack of understanding of DATA and assessment practices **2**

 B096355

G1.B3.S1 To teach and train instructional staff to create authentic assessments based on unpacked standards and analyze the DATA to make evidence based decisions which will form instruction and assist in grouping students for instruction/intervention. **4**

 S107759

Strategy Rationale

Not all teachers are proficient in creating skill specific standards based assessment and analyzing DATA to form instruction.

Action Step 1 **5**

Provide professional development to teachers on how to unpack a Florida Standard

Person Responsible

Alane Adams

Schedule

On 8/12/2014

Evidence of Completion

In-service Record, PowerPoints for Training, and Resources, Censensogram

Action Step 2 **5**

To provide job embedded professional development through PLC's to create Standards Based Common Assessments

Person Responsible

Alane Adams

Schedule

Weekly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Standards Based Common Assessments

Action Step 3 5

To provide job embedded professional development through PLC's to analyze data to form instruction using data from Standards Based Common Assessments and STAR Data.

Person Responsible

Alane Adams

Schedule

Biweekly, from 8/26/2014 to 6/5/2015

Evidence of Completion

Data tracking sheets, STAR reports

Action Step 4 5

Provide Professional Development on the effective use of STAR data, AR data, and Compass Odyssey for authentic differentiated instructional groups and SMART time grouping.

Person Responsible

David Sanon

Schedule

Monthly, from 9/17/2014 to 6/5/2015

Evidence of Completion

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

Analyze the effectiveness of core instruction and intervention

Person Responsible

Alane Adams

Schedule

Biweekly, from 9/17/2014 to 6/5/2015

Evidence of Completion

STAR data points and adjustment to instruction based on DATA

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

Monitor STAR data points, AR, and Common Assessments

Person Responsible

Alane Adams

Schedule

Biweekly, from 9/24/2014 to 6/5/2015

Evidence of Completion

Ambitious increase in Student Scale scores as measured by STAR and increase in Standards Proficiency on District Provided Common Assessments

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide professional development in "Leader in Me"	Adams, Alane	8/4/2014	Decrease in Behavioral referrals	8/6/2014 annually
G1.B3.S1.A1	Provide professional development to teachers on how to unpack a Florida Standard	Adams, Alane	8/12/2014	In-service Record, PowerPoints for Training, and Resources, Censensogram	8/12/2014 one-time
G1.B1.S1.A2	Provide Professional Development in "Thinking Maps"	Adams, Alane	8/11/2014	Student samples and Teacher samples for each Map will be shared biweekly.	12/3/2014 biweekly
G1.B3.S1.A2	To provide job embedded professional development through PLC's to create Standards Based Common Assessments	Adams, Alane	9/2/2014	Standards Based Common Assessments	6/5/2015 weekly
G1.B1.S1.A3	Provide Professional Development in UBD (Understanding by Design)	Adams, Alane	8/12/2014	Lesson Plans	8/27/2014 one-time
G1.B3.S1.A3	To provide job embedded professional development through PLC's to analyze data to form instruction using data from Standards Based Common Assessments and STAR Data.	Adams, Alane	8/26/2014	Data tracking sheets, STAR reports	6/5/2015 biweekly
G1.B1.S1.A4	Provide Professional Development in the Questioning Process through Quality	Adams, Alane	8/8/2014	Decrease in Behavioral referrals; Use of questions when looking at DATA (Student conference)	8/8/2014 one-time
G1.B3.S1.A4	Provide Professional Development on the effective use of STAR data, AR data, and Compass Odyssey for authentic differentiated instructional groups and SMART time grouping.	Sanon, David	9/17/2014		6/5/2015 monthly
G1.B1.S1.A5	Create a Process Document (Flow chart) for implementing Differentiated Instructional practices.	Adams, Alane	8/25/2014	Completed document	8/25/2014 one-time
G1.B1.S1.A6	Provide Professional Development on Implementing Differentiated Instructional Practices	Adams, Alane	8/28/2014		8/28/2014 one-time
G1.B1.S1.A7	Facilitate PLC meetings to assure that practices are implemented	Adams, Alane	9/2/2014	Common Assessments	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A8	To provide Peer coaching	Adams, Alane	9/3/2014	Video Tapes and reflection sheet	6/5/2015 one-time
G1.MA1	District, School and State created assessments will be used to monitor students growth	Adams, Alane	8/4/2014	State and or District Summative Assessments	6/5/2015 quarterly
G1.B1.S1.MA1	Monitor the data brought to PLC and instructional decisions	Sanon, David	8/26/2014	Classroom observations, Lesson plans, Classroom work samples, teacher created formative and summative assessments	6/5/2015 one-time
G1.B1.S1.MA1	Data collected will monitor and assure ambitious instructional strategies are being used in classrooms	Adams, Alane	8/25/2014	Video's, Lesson Plans, Teacher Data binders, PLC minutes/agenda's, Student Report Cards; STAR data	6/5/2015 monthly
G1.B3.S1.MA1	Monitor STAR data points, AR, and Common Assessments	Adams, Alane	9/24/2014	Ambitious increase in Student Scale scores as measured by STAR and increase in Standards Proficiency on District Provided Common Assessments	6/5/2015 biweekly
G1.B3.S1.MA1	Analyze the effectiveness of core instruction and intervention	Adams, Alane	9/17/2014	STAR data points and adjustment to instruction based on DATA	6/5/2015 biweekly

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. Use common assessments to support PLC planning and implementation of ambitious differentiated standards-based lessons for all content and SMART time instruction.

G1.B1 Lack of understanding of Florida Standards to impact Instructional practices

G1.B1.S1 To enhance ambitious instructional strategies in all content areas

PD Opportunity 1

Provide professional development in "Leader in Me"

Facilitator

Betsy Wierda

Participants

All Instructional Staff

Schedule

Annually, from 8/4/2014 to 8/6/2014

PD Opportunity 2

Provide Professional Development in "Thinking Maps"

Facilitator

Tiffany Adams, David Putnam

Participants

All Instructional Staff

Schedule

Biweekly, from 8/11/2014 to 12/3/2014

PD Opportunity 3

Provide Professional Development in UBD (Understanding by Design)

Facilitator

Kelly Mains, Mary Jo Howard, Pashun Rodgers, Inez Garcia

Participants

All Instructional Staff

Schedule

On 8/27/2014

PD Opportunity 4

Provide Professional Development in the Questioning Process through Quality

Facilitator

Bob Hogland

Participants

All Instructional Staff

Schedule

On 8/8/2014

PD Opportunity 5

Provide Professional Development on Implementing Differentiated Instructional Practices

Facilitator

Shandra Backens; Jill Beck, Randy Vincent

Participants

All Instructional Staff

Schedule

On 8/28/2014

G1.B3 Lack of understanding of DATA and assessment practices

G1.B3.S1 To teach and train instructional staff to create authentic assessments based on unpacked standards and analyze the DATA to make evidence based decisions which will form instruction and assist in grouping students for instruction/intervention.

PD Opportunity 1

Provide professional development to teachers on how to unpack a Florida Standard

Facilitator

Inez Garcia, Mary Jo Howard, Kelly Mains, Passhun Rogers

Participants

All Instructional Staff

Schedule

On 8/12/2014

PD Opportunity 2

To provide job embedded professional development through PLC's to create Standards Based Common Assessments

Facilitator

Jill Beck, Shandra Backens, David Sanon

Participants

Grade Level PLC Groups

Schedule

Weekly, from 9/2/2014 to 6/5/2015

PD Opportunity 3

To provide job embedded professional development through PLC's to analyze data to form instruction using data from Standards Based Common Assessments and STAR Data.

Facilitator

Jill Beck, Shandra Backens, David Sanon

Participants

Grade Level PLC Groups

Schedule

Biweekly, from 8/26/2014 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
Goal 1: Use common assessments to support PLC planning and implementation of ambitious differentiated standards-based lessons for all content and SMART time instruction.	889,500
Grand Total	889,500

Goal 1: Use common assessments to support PLC planning and implementation of ambitious differentiated standards-based lessons for all content and SMART time instruction.

Description	Source	Total
B1.S1.A1 - Professional Development Consultant	Title I Part A	444,750
B1.S1.A2	Title I Part A	444,750
Total Goal 1		889,500