

Highlands Elementary School



2014-15 School Improvement Plan

Highlands Elementary School

1101 LAKE TRAFFORD RD, Immokalee, FL 34142

[no web address on file]

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
97%

Alternative/ESE Center
No

Charter School
No

Minority
98%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

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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

E3= Engage, Empower, Enrich

Provide the school's vision statement

Highlands Elementary School fosters a nurturing environment committed to achieving excellence. All students are challenged to reach their maximum potential by learning a solid foundation of academic, life and leadership skills. This foundation enables each student to become successful in a 21st century world.

School Environment

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

Highlands Elementary School is becoming a Leader in Me school. The Leader in Me is a whole-school transformation model that acts like the operating system of a computer—it improves the performance of all other programs. Based on *The 7 Habits of Highly Effective People*, The Leader in Me equips students with the self-confidence and skills they need to thrive in the 21st-century economy. The school has a variety of initiatives as part of the Leader in Me process such as goal setting, action teams like student lighthouse team and leadership roles in the classroom and school environment. Students take charge of their learning through conferencing with teachers to set personal, academic, and behavioral goals for themselves. Students are celebrated through monthly Sharpen the Saw events, High Flying Hawk Leaders, Readers are Leaders and academic goal achievements. These events praise students for their achievements in all areas each month. Instead of seeing children through the lens of a normal distribution curve—some kids are smart and some less smart—The Leader in Me paradigm sees that every child is capable, every child is a leader. We built our climate by starting with the teachers and modeling for the students the impact habits have on their lives. This model is just as much about the adults as it is the children. It's inside out—first teachers, then students, and then parents. We share a common language—The 7 Habits. The 7 Habits create that common language. For example, what a difference it makes when everyone knows what it means to "put first things first" or to "seek first to understand" or to "be proactive." We often find our students using the language among themselves and with their parents: "I need to put first things first and do my homework before I play"; "I should have thought win-win"; or "Dad, you're being reactive." Implementation Is Ubiquitous. The Leader in Me is not a curriculum; it's ubiquitous leadership development—meaning everywhere and all the time. Instead of "teaching leadership every Tuesday at 1 p.m.," educators use an integrated approach and make leadership training part of everything they do. So the model impacts everything—the traditions, events, organization, culture, instructional methodologies, and curriculum of the school. Parent and family involvement is a large focus of our school. We have created action teams that develop events to promote attendance, engagement and learning among our parents. The variety of events are monthly including Books and Bagels, Math and Muffins, Science and Scones, Family Movie Nights, Spaghetti Dinners, student led conferences, STEM conferences, healthy home clinics and Academic/Leadership Celebrations. Parents are also encouraged to learn about the 7 habits of highly effective families and use the 7 habits in their own homes.

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

Highlands Elementary has assigned students in leadership roles throughout the school as safety leaders to ensure students enter the school in a safe manner. The safety leaders, with guidance from staff, make sure procedures are followed and students make it safely to their class each morning. There are limited entry points onto campus with staff members posted at each point. The school also has a Youth Relations Deputy (YRD) officer present before, during, and after school hours. The YRD provides instruction and support with the Junior Deputy and DARE programs. The procedures are routinely practiced so that all students are familiar with the safety procedures. Recognition is given to students and staff for following the plans and established routines. We have a student lighthouse team that advises the teacher lighthouse teams on the school environment, leadership roles and any item that might affect their experiences at the school. We also have a student advisory council who is made up of select students from grades 2-5 that meet with the principal once a month to provide feedback on the learning environment and academic needs of our students.

The school counselor supports a safe environment by meeting with small groups of students for friendship and socialization groups as well as developing "Kindness" campaigns across campus. Anti-bullying and Be Cool presentations are provided to all students K-5 throughout the school year. The principles of these programs are reiterated and expected during our after-school programs so students feel that the after-school program is just an extension of their regular school day.

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

Classroom rules and procedures are created by each teacher with student input during the first week of school. The rules and procedures are posted and practiced thoroughly to ensure students are able to follow expectations with periodic follow-up when needed. The 7 Habits are incorporated into each classroom and throughout the building to make sure expectations are consistently followed. The goal is to have students maintain a proactive approach to their learning in the academic and behavioral areas.

If disciplinary action is required, teachers input Infractions and Referrals into a Student Pass system to document behaviors and/or bring students to the attention of the Administrators. Student Pass can also be used to award Positive Referrals for exceptional leadership. Positive behavior systems guides the students and teachers behavioral expectations in our school environment. Incentives are used at both the whole school and classroom level. Teacher utilize buddy classrooms for quiet behavioral reflection as needed and students are expected to follow our school expectations of being respectful, responsible, prepared and productive.

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

School counseling services are provided for students, utilizing parents, staff and community resources in the area of personal and social development. Counseling services may include, but are not restricted to, targeted individual counseling, small group counseling, classroom presentations to support academic success, social skills, stress and anger management. The counselor plans, implements and delivers district adopted school counseling curriculum, based upon Florida's School Counseling Framework through the coordination of school – wide programs and grade specific classroom presentations, requiring articulation and consultation with administration, teachers, teams, families and/or students to assure all students' social-emotional needs are being met.

Early Warning Systems

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

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The Leadership Team meets weekly to analyze these factors utilizing the information from Data Warehouse. The team makes recommendations for next steps, including parent conferences, recommendation for Positive Behavior Support referral, change of placement and/or intervention, and Teacher Mentor. Additionally, each grade level meets once a month as part of their PLCs that specifically addresses student data.

Early warning system indicators: Attendance below 90%, Arriving late to school more than 5 times, or leaving school early more than 5 times, Level 1 on FCAT math, reading, or writing, Lowest 25% in Reading and Math, One or more suspensions, One or more office and/or guidance referrals

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	4	4	5	3	2	4	22
One or more suspensions	0	0	0	0	0	3	3
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	47	32	40	119

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

Indicator	Grade Level					Total
	1	2	3	4	5	
Students exhibiting two or more indicators	1	1	22	17	22	63

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

We use a variety of research proven strategies to improve academic performance of at-risk students. They include, but are not limited to, daily intervention/enrichment time, sending attendance letters and meetings with parents, positive reinforcement of good attendance, goal setting with all students, early parent-teacher conferences/Student-led conferences, utilizing the School Counselor for individuals, small groups, or parent conferences, leadership roles for all students within the school or classroom, analysis of intervention programs and formative assessments, and examining ways to motivate students and provide extra learning opportunities.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/176786>.

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

The school has developed relationships with a variety of community agencies like Laces of Love for shoes, Catholic Charities for undies and socks, Undercover Angels for uniforms and the Chamber of Commerce for financial support for our Leader in Me initiative. We have created a partnership with local companies, civic groups and agencies, and invite them to our Leadership day so that they can witness the impact of their support with a student run leadership day which includes data chats, goal setting, public speaking, display of the arts and many other activities. We also have many teachers who reach out through grant writing for items needed for their students. We received a 5 year/\$50,000 grant from the Leader in Me foundation. The money was given through a sponsorship with Panda Express. We have reached out to create a relationship with our local Panda Express stores who support us and our students in kind and financially. We have reached out local and distant colleges who have provided the gift of time to our students and our school environment.

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
Wenrich, Valerie	Principal
Frehe, Mark	Assistant Principal
Blackburn, Virginia	Instructional Coach
Foreman, Christine	Instructional Coach
Hahn, Kate	Guidance Counselor
Piermani, Maria	Teacher, ESE
Hernandez, Cristina	Teacher, K-12
Baker, Jean	Assistant Principal

Duties

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

Principal/Assistant Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing core instruction and targeted interventions, conducts assessment of instructional skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support rigorous instruction implementation, and communicates with parents regarding school-based academic, financial and intervention plans and activities. Administration also provides information about core instruction, participates in student data collection, delivers support for core instruction/intervention, collaborates with staff to determine targeted interventions.

ELL Immersion Teacher: Participates in student data collection, integrates core instructional activities/materials into targeted/intensive instruction, and collaborates with general education teachers through such activities as co-teaching, strategies for learning and supporting second language learners in small group.

Reading/Math Coach: Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervention services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Provides guidance on K-6 reading plan, math plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Core, Targeted, and Intensive intervention plans.

School Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school counselor will continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Intervention Support Specialist: Supports school-wide implementation of academic and behavior data-based planning and problem-solving system using a variety of assessment tools to monitor student progress. Assists grade level teams in the selection and implementation of research and/or evidenced based academic and behavioral interventions to promote student progress. Assists grade level teams in analyzing student data and identifying formative and custom assessments to use as the basis for data-driven instructional decisions. Provides guidance to teachers in the development of the Progress Monitoring Plans (PMP) and Individual Education Plans (IEP), according to individual student needs.

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 leadership team meets with the professional learning communities to: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the professional learning community will identify needed professional development and resources. The team collaborates regularly, problem solves, shares effective practices, evaluates implementation, makes decisions, and practices new processes and skills. The team also facilitates the process of building consensus, increasing infrastructure, and making decisions about implementation. The team also monitors parent/teacher communication through our data warehouse management system to make sure all necessary discussions about students progress or interventions include the parent.

Highlands Elementary School teachers meet in grade level teams as professional learning communities. During these meetings, teams discuss teaching and learning. Teams examine the standards to be taught, share best practices, engage in building common formative assessments and review data. As a team they examine core instruction and have established that 80% of their students will meet the requirements. Re-teaching will occur as needed for the students identified "in need of improvement". Teachers use FAIR, benchmark, baseline, and formative assessments that are recorded in our Data Warehouse system to guide instruction and behavioral data is reviewed through our student pass system. Data Warehouse has been designed to record the minutes from these meetings. Data warehouse is used to monitor the intervention and progress of groups and individual students. This data will be used during professional learning community meetings to follow the rate of student progress over time. Data Teachers share results and best practices. Students who fail to

make adequate progress are referred to the grade level professional learning community meetings for additional support. The Data Warehouse data management system continues to follow students' progress as monitored by the progress monitoring plan. Online assessments and other data points are tracked on charts and graphs in the Data Warehouse system as well as teacher generated results.

Program Coordination:

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

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

Regularly scheduled Curriculum and Instruction department meetings are scheduled that include district level program coordinators, including IDEA, Perkins, Head Start, Supplemental Academic Instruction, Advanced Placement Initiative, Career and Technical education.

Supplemental Staffing and Services:

Title X, LEA, Title I Basic, Title I Migrant coordinate services to assist homeless children, to resolve problems concerning registration and provide support services at all schools. Title I and District jointly fund the Homeless Liaison staff position to support homeless students in all public schools. The LEA provides services in coordination with the McKinney-Vento Homeless Assistance Act. Title I Migrant, Title I Basic, Title III funds are coordinated to provide at risk students with supplemental instructional support and resources, such as, Tutors and Resource Teachers. Title I Migrant and school collaboration occurs with local dentists to provide dental cleanings and services at no cost to migrant students in need.

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

Supplemental Staff Development:

Title I Basic, Title I SIG 1003a and 1003g, and Title II Part A funds are coordinated to provide customized staff development that ensures students receive high quality, differentiated instruction. Title I Part A funds are used in collaboration with Title I SIG 1003g and 1003a, Title II Part A and Reading Categorical to fund Reading Coaches at all schools. Title I Part A and Title I SIG 1003g/1003a funds are used to provide additional Academic Coaches at Title I Elementary, Middle and High Schools. Supplemental coaches are provided to support lowest performing schools and those in differentiated Accountability Priority and Focus status.

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

Highlands is participating in the third year of a Fresh Fruits and Vegetables program. This program provides one fresh fruit or vegetable to every student once a week. Nutrition facts are provided to educate the students on the importance of good nutrition. The District is offering breakfast at no charge to all students through the USDA Provision 2 breakfast program. All reduced students are receiving lunch at no charge. We are continuing to institute the OrganWise program through the University of Florida in qualifying elementary schools. Staff are using the information provided by the district to educate students on the importance of Health and Nutrition through this valuable program. We have also received the HUSCC Healthier School Silver Award.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Cecilia Vega	Teacher
Florencia Patino	Parent
Elisabeth Flores	Parent
Joe Flores	Business/Community
Maria Elena Garcia	Education Support Employee
Pete Cade	Teacher
Da"Lana Holmes	Parent
Irene Barhart Saucedo	Parent
Trini Salinas	Parent
Valerie Wenrich	Principal
Maria Espinoza	Parent
Cleotide Medina	Parent

Duties

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

Evaluation of last year's school improvement plan

The school improvement plan is evaluated throughout the year. We would reevaluate our School Improvement plan through a midyear reflection for DA schools.

Development of this school improvement plan

During every SAC meeting we discuss the data associated with our students' achievement. Parents ask questions, add input and we use that information to formulate the barriers to achievement at our school. Once the school improvement plan draft is completed, it is reviewed with all SAC members and input is gathered. Adjustments are made and then a final draft is submitted. Throughout the year, we revisit our progress on the school improvement goals by reviewing our school academic data and how that progress is being monitored by the administration and staff.

Preparation of the school's annual budget and plan

SAC will receive quarterly updates on school improvement strategies as well as share and discuss baseline and quarterly assessment data. Surveys are conducted with parents, faculty and staff in regards to the school improvement plan. SAC also discusses and approves any Title I Use of Funds, Parent Involvement Policy and Compact, School Improvement funds and locational budgets. The SAC committee meets 8 times during the school year.

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

The SAC balance as of May 2014 was \$395.52. Additional monies were received at the end of May bringing the School improvement account to 7,913.52. The SAC committee voted to pay for the Ticket to Read program which allows students to work on reading comprehension skills at their level both at home and school equaling \$3500.

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
Blackburn, Virginia	Instructional Coach
Cade, Pete	Teacher, K-12
Hardy, Marcia	Teacher, K-12
Gallegos, Nicole	Teacher, K-12
Baker, Jean	Assistant Principal
Wenrich, Valerie	Principal

Duties

Describe how the LLT promotes literacy within the school

Providing direct and explicit instruction in pre-, during, and post reading comprehension strategies focused on helping them make meaningful connections with texts, including content area textbooks with an emphasis on vocabulary development and effective vocabulary strategies.

*Enhancing instructional strategies and professional development that ensure adequate scaffolding and student collaborative learning to support the goal of critical thinking.

*Increasing strategies that provide for opportunities for students to learn at higher levels of Bloom's Taxonomy while increasing their depth of knowledge so that material may be understood at greater levels of cognitive complexity.

*The Literacy Leadership Team supports the implementation of the District's K-12 Research Based Reading Plan.

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

Monthly meetings with mentors and mentees' with leadership team to address needs,(i.e. parent communication, extra technology help, administering standardized tests, etc.), Collegiate-based professional learning and support communities, Site-based and district professional development targeted to teacher

needs, Partnership with Universities (Edison College, Central Michigan, Florida Gulf Coast University) to support internship experiences for pre-service teachers, addition of subject area coaches (reading, math, science) for modeling lessons and offering support for differentiated instruction, Offer professional growth opportunities during Early Dismissal days and prior to the student day (Book Studies, technology training,

Instructional strategies, etc.); people responsible are the Principal, Assistant Principal, Literacy Team, and Academic coaches. New teachers participate in a variety of professional growth opportunities to become familiar with district and state initiatives. All teachers are introduced to practical tools, best

practices and strategies to enhance classroom performance. At Highlands, all teachers have the services of the Reading Coach, Math Coach and Literacy Team as they prepare lessons and teach their students. New teachers and mentors participate in monthly meetings facilitated by the Asst. Principal for further professional development. The rationale for pairing starts by making sure the teachers are in the same grade level or have experience in the mentees' current grade level. These teachers have their clinical education certification and have all received effective evaluations. Highlands also receives District support for collaborative planning in math, reading and science. One teacher for each grade has been assigned as a point of contact for their grade level in math, science and social studies. The POC's share updates to curriculum, strategies for instruction and collaborative planning ideas to strengthen the core instruction.

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

Monthly meetings with mentors and mentees' with leadership team to address needs,(i.e. parent communication, extra technology help, administering standardized tests, etc.), Collegiate-based professional learning and support communities, Site-based and district professional development targeted to teacher needs, Partnership with Universities (Florida South Western College, Central Michigan University, Florida Gulf Coast University) to support internship experiences for pre-service teachers, Addition of subject area coaches (reading, math, science) for modeling lessons and offering support for differentiated instruction, Offer professional growth opportunities during Early Dismissal days and prior to the student day (Book Studies, technology training, Instructional strategies, etc.); people responsible are the Principal, Assistant Principal, Literacy Team, and Academic coaches

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

New teachers participate in a variety of professional growth opportunities to become familiar with district and state initiatives. New teachers are introduced to practical tools, best practices and strategies to enhance classroom performance. At Highlands, new teachers also have the services of the Reading Coach, Math Coach and Literacy Team as they prepare lessons and teach their students. New teachers and mentors participate in monthly meetings facilitated by the math coach for further professional development. The rationale for pairing starts by making sure the teachers are in the same grade level or have experience in the mentees current grade level. These teachers have their clinical education certification and have all received effective evaluations. Highlands new teachers have also been connected with SERVS mentors from Florida Gulf Coast University to support them in classroom procedures, curriculum and instructional strategies.

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

Members of the district-based leadership team will meet regularly to provide data and support district-wide implementation of core and intervention programs. The district will provide leadership and guidance to ensure the implementation of instructional programs and MTSS plans with fidelity along with providing resources and professional learning support based on the needs of the schools. The members of the district leadership team include key stakeholders from various departments in the district. Members assist with the development of the MTSS district manual, Strategic Plan, and the DIAP. The District Leadership Team works in conjunction with the school-based teams to create and

peer review School Improvement Plans. The team provides data on instructional targets based upon analysis of data. The team helped define clear expectations for instruction; facilitated the development of strategies to meet those goals; and aligned processes and procedures. The Leadership team monitors the fidelity of the school's instructional programs, MTSS and SIP through collection of data based on the district's Strategic Plan and quarterly data dialogues between the Superintendent, key instructional leaders and school-based administrators. Preparatory to data dialogues, data are analyzed based on the Goals, Key Performance Indicators, and Strategies. The District Leadership team reviews, discusses, and monitors student academic and/or behavioral procedures and data while working in conjunction with schools to support identified needs. The team focuses on implementation, data collection, interventions, and supports needed by the instructional staff. Members of the district based MTSS leadership team meet regularly to provide data and support to the schools' problem-solving teams and review school wide MTSS issues. School administrators and teachers from the school-based MTSS team participate in grade level PLC's to facilitate the MTSS process at each grade level. Universal screening and progress monitoring data will be analyzed. The effectiveness of the core instruction, as well as targeted and more intensive interventions, is monitored, and the team collaborates to evaluate effectiveness, problem-solve, and make instructional decisions.

Alignment with Florida Standards is key to improving academic performance as measured by state assessments. CCPS addresses this alignment in multiple ways. First, the Collier Teacher Evaluation Model, based on Marzano's methodologies, requires that lessons feature a learning goal with scales. Learning goals are developed from the standards and typically match the wording of benchmarks. Scales are used to identify students' individual progress toward attaining the goal, i.e., the standard. During observations, a key data element is derived from the teachers' use of learning goals and scales. Ongoing progress-monitoring assessments are also designed to demonstrate students' progress toward attaining the goal or standard. Consequently, data chats are standards-driven and serve to maintain a focus on instruction, assessment and achievement built around Florida Standards.

Instructional Strategies

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

The leadership team meets with the professional learning communities to: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the professional learning community will identify needed learning support and resources. The team collaborates regularly, problem solves, shares effective practices, evaluates implementation, makes decisions, and practices new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation. The team also monitors parent/teacher communication through our data warehouse management system to make sure all necessary discussions about students progress or interventions include the parent. Highlands Elementary School teachers meet in grade level teams as professional learning communities. During these meetings, teams discuss teaching and learning. Teams examine the standards to be taught, share best practices, engage in building common formative assessments and review data. As a team they strengthened their core teaching and have established that 80% of their students will meet the requirements. Re-teaching will occur as needed for the students identified "in need of improvement". Teachers use FAIR, benchmark, baseline, and formative assessments that are

recorded in our Data Warehouse system to guide instruction and behavioral data is reviewed through our student pass system. Data Warehouse has been designed to record the minutes from these meetings as well as to follow the progress of groups and individual students. This data will be used

during professional learning community meetings to follow the rate of student progress over time. Data Teachers share results and best practices. Students who fail to make adequate progress are referred to the grade level professional learning community meetings for additional support. The Data Warehouse data management system continues to follow students' progress as monitored by the progress monitoring plan. Online assessments and other data points are tracked on charts and graphs in the Data Warehouse system as well as teacher generated results.

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

Strategy: After School Program

Minutes added to school year: 11,040

Immokalee Readers after school program will run for a total of 31 weeks, 2 hours a day, 3 days per week. During these sessions, the goal is to provide students tutoring and enrichment in reading and writing. This program is reserved for grade 1 through 3. Class size is set to a maximum of 20 students. One tutor for every 4 students.

Strategy Rationale

Designed to target the bottom 17% of student readers and complement the reading instruction students receive during their regular school day, the Immokalee Readers afterschool program matches high school-aged tutors with elementary age children to provide intensive and enjoyable reading lessons. The program utilizes Reading Specialist to align with Florida Standards and ensure that all students are reading on grade level by the third grade. Because many Immokalee students use other languages at home, the additional training in English-language usage is especially important.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Wenrich, Valerie, wenriv@collierschools.com

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

This program will be monitored and measured by FAIR, iReady and benchmark results along with running records assessments.

Strategy: After School Program

Minutes added to school year: 21,240

Miracle Grant after school program will run for a total of 33 weeks, 3 hours a day for 4 days a week. During these sessions, the goal is to provide students tutoring and enrichment in reading, math, writing and science. This program is reserved for grade 3 through 5. Class size is set to a maximum of 15 students. Program total is 150 students.

Strategy Rationale

Designed to target the bottom 25% of students and provide hands on, project based learning instruction in math, science and reading. Miracle matches college-aged tutors with elementary age children to provide enriching and enjoyable project based lessons. The program utilizes Collier County teachers to design lessons that align with Florida Standards. Many Immokalee students use other languages at home, the additional training in English-language usage, socialization and hands on experiences are especially important.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Wenrich, Valerie, wenriv@collierschools.com

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

This program will be monitored and measured by FSA results and benchmark assessments

Strategy: After School Program

Minutes added to school year: 28,980

Guadalupe/Bookworm after school program will run for a total of 36 weeks, 3 hours a day for 5 days a week. During these sessions, the goal is to provide students tutoring and enrichment in reading, math, writing and science. This program is reserved for students in grades K through 2. Class size is set to a maximum of 15 students. Program total is 210 students.

Strategy Rationale

Designed to target the bottom 25% of students to provide tutoring support in math and reading. Guadalupe matches high school-aged tutors with elementary age children to provide enriching and enjoyable project based lessons and tutoring. The program utilizes Collier County teachers to design lessons that align with Florida Standards. Many Immokalee students use other languages at home, the additional training in English-language usage, socialization and hands on experiences are especially important.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Wenrich, Valerie, wenriv@collierschools.com

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

Sat 10, SeSat, and benchmark data

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

All schools implement a minimum of two transition activities for incoming kindergarten students and their families each year. The spring event includes an orientation for parents and students with registration available at that time. At this event, parents and students meet the teachers, visit classrooms, learn about the expectations and the curriculum, and tour the school.

At the spring Orientation and also upon registration, a booklet (available in multiple languages) is provided to all parents. This booklet is designed to help parents look at their child's physical, social, emotional, and cognitive development. It provides checklists and tips to help guide them as they work and play with their child. The checklists contain items that are important to the child's success in kindergarten and are specifically designed for a four-year-old. It also contains school enrollment information and suggestions for the first day of school.

Before school begins in mid-August, the schools hold an Open House for all students and parents to attend. The students and parents are given the opportunity to visit their classrooms, tour the school, visit the cafeteria and media center. This helps with the transition to the start of school.

The School District of Collier County is also a VPK provider, both during the school year and during the summer session. The school year program includes the Head Start/ESE Inclusion/Title I/Migrant prekindergarten classes and a few full-day and half-day VPK/child care classes. These

prekindergarten programs are provided in various school sites across the county. Both programs provide opportunities for students to learn the basics for success in school and also provide an easy transition to kindergarten for the students.

FAA eligible students with disabilities: Emphasis, training, and support in Universal Design for Learning (UDL) will provide focal points for considering effective strategies and technologies to empower educators to become creative instructional designers of their classrooms (Rose and Meyer, 2002). An Individual Educational Plan (IEP) meeting will be held for each student in the Preschool Disability Program in order to develop specific goals and objectives which focus on the academic, social/emotional and independent functioning skills necessary for successful transition to Kindergarten. Screening data will be collected, aggregated, and used to plan daily academic and social/emotional instruction for all students who may need intervention beyond core instruction. Core academic and behavioral instruction will include daily explicit instruction, modeling, and guided and independent practice of all academic and/or social emotional skills. Daily social skills lessons will be reinforced throughout the school day by utilizing common language, re-teaching, and positive reinforcement of pro-social behavior.

As the fifth graders start to transition to the middle school, they are supported by a student tour and Parent night. The focus of the tour and evening with the parents is to provide them an opportunity to learn about the course selection process, PBS/behavioral expectations and general procedures they will need as they transition.

College and Career Readiness

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

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

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

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If teachers utilize effective instructional strategies and analyze data often to drive instruction with engaging, differentiated and rigorous lessons school-wide, then student achievement will increase.

Strategic Goals Detail

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

G1. If teachers utilize effective instructional strategies and analyze data often to drive instruction with engaging, differentiated and rigorous lessons school-wide, then student achievement will increase. 1a

G041960

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	62.0
AMO Math - All Students	59.0
FCAT 2.0 Science Proficiency	35.0

Resources Available to Support the Goal 2

- Training in differentiated instructional strategies, Kagan structures, data analysis/progress monitoring, goal setting, reciprocal teaching strategies, notebooking, collaborative planning, writers workshop, Leader In Me and Marzano high yield strategies. Resources also include staffing of a reading coach, math coach, three literacy resource teachers and 4 tutors.

Targeted Barriers to Achieving the Goal 3

- Due to high staff turnover, effective instructional strategies and student engagement are inconsistent.
- Students have not consistently received targeted, data driven instruction that challenges thinking and actively engages them in a rigorous learning process.
- Staff has not consistently developed lessons based on Florida Standards that are differentiated and scaffolded to meet the needs of various students.

Plan to Monitor Progress Toward G1. 8

Benchmark, formative assessment and observational data will be used to assess progress toward meeting our goal.

Person Responsible

Valerie Wenrich

Schedule

Quarterly, from 9/8/2014 to 5/29/2015

Evidence of Completion

CTEM look for reports from classroom observations, PLC meeting notes, Benchmark assessment data, collaborative discussions via iObservation, MTSS/Rtl data, leadership notebooks, PD notebooks

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. If teachers utilize effective instructional strategies and analyze data often to drive instruction with engaging, differentiated and rigorous lessons school-wide, then student achievement will increase. **1**

 G041960

G1.B1 Due to high staff turnover, effective instructional strategies and student engagement are inconsistent. **2**

 B102085

G1.B1.S1 By providing professional development on effective, engaging instructional practices, teachers will plan lessons that will be engaging and rigorous leading to increased student achievement. **4**

 S113272

Strategy Rationale

Professional learning opportunities will be unique and tailored to the needs of the school in the areas of rigor, differentiation, Webb's Depth of Knowledge, developing higher order questioning and Kagan structures to support teaching strategies and expectations as it impacts student achievement.

Action Step 1 **5**

Provide teachers with ongoing, job embedded professional development throughout the school year on Florida Standards/EquiP rubric, collaborative planning with 5 E lesson plan and LES model plan, Webb's Depth of Knowledge, Kagan structures, higher order questioning, differentiation and reciprocal teaching strategies.

Person Responsible

Valerie Wenrich

Schedule

Biweekly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Schedule of training and collaborative planning sessions, training agendas and materials, staff roster, and lesson plan analysis w/ Equip rubric.

Action Step 2 5

Schedule with district coordinators to provide staff development in high yield strategies and targeted interventions.

Person Responsible

Valerie Wenrich

Schedule

Monthly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Observations and reflections of instructional rounds, iObservation look-for reports, agendas and reflections from trainings.

Action Step 3 5

Provide teachers assistance in monitoring student performance and providing interventions using the MTSS process.

Person Responsible

Maria Piermani

Schedule

Weekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Data protocols, intervention schedules, agendas and meeting schedules, notes, data analysis of students progression.

Action Step 4 5

Provide teachers with opportunities for classroom observations with feedback, modeling, and coaching during in all content areas.

Person Responsible

Valerie Wenrich

Schedule

Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Teacher/coach Observation reflection forms, discussion streams in iObservation, calendar of coverage for observations, coaches log

Action Step 5 5

Provide staff development in the writers workshop model and support teachers with feedback, modeling and coaching during writing instruction and through collaborative planning.

Person Responsible

Virginia Blackburn

Schedule

Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Schedule of training and collaborative planning sessions, training agendas and materials, staff roster, and lesson plan analysis w/ EQuIP rubric.

Action Step 6 5

Impart knowledge of the mathematical practices through the enhancement of teacher pedagogy.

Person Responsible

Mark Frehe

Schedule

Quarterly, from 10/16/2014 to 5/29/2015

Evidence of Completion

Schedule of trainings, sign-in sheets, lesson plans, lesson plan reviews using the EQuIP rubric, agendas and observational data through CTEM

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

Consistent opportunity for professional development in effective instructional strategies will be monitored through participation attendance and leadership observations of PD and instruction through CTEM.

Person Responsible

Valerie Wenrich

Schedule

Quarterly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Attendance sheets, sample feedback, CTEM look- for reports

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

Conduct summative evaluation on how implementation of action plan steps led to improved teacher understanding and implementation of effective learning strategies.

Person Responsible

Valerie Wenrich

Schedule

Semiannually, from 9/2/2014 to 5/29/2015

Evidence of Completion

CTEM classroom observations, PLC meeting notes, Benchmark assessment data, collaborative discussions via iObservation, MTSS/RtI data

G1.B2 Students have not consistently received targeted, data driven instruction that challenges thinking and actively engages them in a rigorous learning process. 2

 B102086

G1.B2.S1 By providing a planning protocol and providing opportunities for collaborative planning, teachers will plan deliberately for experience based learning, problem solving opportunities, and scaffolding learning to meet the needs of all students. 4

 S113404

Strategy Rationale

Professional learning opportunities and collaborative planning sessions will be unique and tailored to the needs of the school in the areas STEM labs, mathematical practices, summaries, notebooking and Florida Standards to support teaching strategies and expectations as it impacts student achievement.

Action Step 1 5

Provide job embedded professional development on experience-based learning and problem solving activities that increase rigor such as evidenced based summaries, notebooking, model drawing/strategies for solving math word problems, and structured note taking.

Person Responsible

Mark Frehe

Schedule

Weekly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Schedule of professional learning support, collaborative planning session agendas and notes; training sessions agendas, notes, and reflections

Action Step 2 5

Provide professional development in cooperative learning structures (Kagan)

Person Responsible

Mark Frehe

Schedule

Quarterly, from 8/11/2014 to 5/22/2015

Evidence of Completion

Schedule of professional learning support, sign-in sheets, lesson plans, lesson plan reviews using EQuIP rubric, agendas and observational data through CTEM

Action Step 3 5

Teachers will design group activities that facilitate students in practicing and deepening knowledge through a variety of cognitively complex tasks using reciprocal strategies and inquiry-based learning.

Person Responsible

Jean Baker

Schedule

Quarterly, from 12/19/2014 to 5/29/2015

Evidence of Completion

Student work samples, lesson plan review using EQuIP rubric, sign-in sheets, lesson plans, observational data through CTEM

Action Step 4 5

Teachers will plan 5 E science lessons that utilize hands on labs a minimum of once a week.

Person Responsible

Mark Frehe

Schedule

Weekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Schedule of professional learning support, sign-in sheets, lesson plans, lesson plan reviews using the 5 E lesson plan model, agendas and observational data through CTEM

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

Consistent opportunity for collaborative planning of effective instructional strategies will be monitored through participation attendance and leadership observations of PD, planning and instruction through CTEM

Person Responsible

Jean Baker

Schedule

Monthly, from 10/6/2014 to 5/29/2015

Evidence of Completion

CTEM Data collection look for reports, observe and collect data specific to the strategy

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

Conduct summative evaluation on how implementation of action plan steps led to improved teacher understanding and implementation of effective learning strategies.

Person Responsible

Valerie Wenrich

Schedule

Quarterly, from 9/8/2014 to 5/29/2015

Evidence of Completion

CTEM classroom observations, PLC meeting notes, Benchmark assessment data, collaborative discussions via iObservation, MTSS/RtI data, lesson plans

G1.B3 Staff has not consistently developed lessons based on Florida Standards that are differentiated and scaffolded to meet the needs of various students. 2

B103872

G1.B3.S1 By providing professional development in effective strategies for differentiating content, process, product or learning environment plans, teachers will effectively analyze data, plan for and deliver classroom instruction, center activities and interventions to increase student achievement. 4

S115017

Strategy Rationale

The teachers can better understand the whole student, how to plan for their instruction, provide strategies that effect achievement and how the students engage in the learning through data analysis.

Action Step 1 5

To support vocabulary learning in all content areas, teachers will utilize interactive word walls with picture support for understanding and comprehension of the vocabulary.

Person Responsible

Virginia Blackburn

Schedule

Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Coaches log, observation, PD notebook

Action Step 2 5

Utilizing diagnostic data (iReady), teachers will plan for extension and enrichment activities to best meet the various needs of their students

Person Responsible

Mark Frehe

Schedule

Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion

iReady assessment reports, agendas and meeting schedules, notes, data analysis of students progression, intervention schedules

Action Step 3 5

Teachers will develop questioning strategies that require students to elaborate with details and scaffold support through cooperative structures.

Person Responsible

Jean Baker

Schedule

Monthly, from 10/6/2014 to 5/29/2015

Evidence of Completion

Schedule of professional learning support and collaborative planning sessions, training agendas and materials, staff roster, and lesson plan analysis w/ EQuIP rubric.

Action Step 4 5

Provide teachers assistance in monitoring student performance and providing interventions using the MTSS process.

Person Responsible

Maria Piermani

Schedule

Weekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Data protocols, intervention schedules, agendas and meeting schedules, notes, data analysis of students progression

Action Step 5 5

Teachers will be trained to provide rigorous learning goals and scales and have them meaningfully incorporated into lessons so students will clearly understand what is expected and their understanding relates to the expectations

Person Responsible

Mark Frehe

Schedule

Biweekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Schedule of professional learning support, sign-in sheets, lesson plans, lesson plan reviews using the EQuIP rubric, agendas and observational data through CTEM

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

Consistent opportunity for professional learning support in effective instructional strategies will be monitored through participation attendance and leadership observations of PD and instruction through CTEM.

Person Responsible

Valerie Wenrich

Schedule

Quarterly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Attendance sheets, sample feedback, CTEM look- for reports

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

Conduct summative evaluation on how implementation of action plan steps led to improved teacher understanding and implementation of effective learning strategies.

Person Responsible

Schedule

Quarterly, from 9/8/2014 to 5/29/2015

Evidence of Completion

CTEM classroom observations, PLC meeting notes, Benchmark assessment data, collaborative discussions via iObservation, MTSS/RtI data, lesson plans, Leadership notebooks, PD notebooks

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 teachers with ongoing, job embedded professional development throughout the school year on Florida Standards/EquiP rubric, collaborative planning with 5 E lesson plan and LES model plan, Webb's Depth of Knowledge, Kagan structures, higher order questioning, differentiation and reciprocal teaching strategies.	Wenrich, Valerie	8/11/2014	Schedule of training and collaborative planning sessions, training agendas and materials, staff roster, and lesson plan analysis w/ Equip rubric.	5/29/2015 biweekly
G1.B2.S1.A1	Provide job embedded professional development on experience-based learning and problem solving activities	Frehe, Mark	8/11/2014	Schedule of professional learning support, collaborative planning session	5/29/2015 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	that increase rigor such as evidenced based summaries, notebooking, model drawing/strategies for solving math word problems, and structured note taking.			agendas and notes; training sessions agendas, notes, and reflections	
G1.B3.S1.A1	To support vocabulary learning in all content areas, teachers will utilize interactive word walls with picture support for understanding and comprehension of the vocabulary.	Blackburn, Virginia	9/8/2014	Coaches log, observation, PD notebook	5/29/2015 monthly
G1.B1.S1.A2	Schedule with district coordinators to provide staff development in high yield strategies and targeted interventions.	Wenrich, Valerie	8/11/2014	Observations and reflections of instructional rounds, iObservation look-for reports, agendas and reflections from trainings.	5/29/2015 monthly
G1.B2.S1.A2	Provide professional development in cooperative learning structures (Kagan)	Frehe, Mark	8/11/2014	Schedule of professional learning support, sign-in sheets, lesson plans, lesson plan reviews using EQuIP rubric, agendas and observational data through CTEM	5/22/2015 quarterly
G1.B3.S1.A2	Utilizing diagnostic data (iReady), teachers will plan for extension and enrichment activities to best meet the various needs of their students	Frehe, Mark	9/8/2014	iReady assessment reports, agendas and meeting schedules, notes, data analysis of students progression, intervention schedules	5/29/2015 monthly
G1.B1.S1.A3	Provide teachers assistance in monitoring student performance and providing interventions using the MTSS process.	Piermani, Maria	9/2/2014	Data protocols, intervention schedules, agendas and meeting schedules, notes, data analysis of students progression.	5/29/2015 weekly
G1.B2.S1.A3	Teachers will design group activities that facilitate students in practicing and deepening knowledge through a variety of cognitively complex tasks using reciprocal strategies and inquiry-based learning.	Baker, Jean	12/19/2014	Student work samples, lesson plan review using EQuIP rubric, sign-in sheets, lesson plans, observational data through CTEM	5/29/2015 quarterly
G1.B3.S1.A3	Teachers will develop questioning strategies that require students to elaborate with details and scaffold support through cooperative structures.	Baker, Jean	10/6/2014	Schedule of professional learning support and collaborative planning sessions, training agendas and materials, staff roster, and lesson plan analysis w/ EQuIP rubric.	5/29/2015 monthly
G1.B3.S1.A4	Provide teachers assistance in monitoring student performance and providing interventions using the MTSS process.	Piermani, Maria	9/2/2014	Data protocols, intervention schedules, agendas and meeting schedules, notes, data analysis of students progression	5/29/2015 weekly
G1.B2.S1.A4	Teachers will plan 5 E science lessons that utilize hands on labs a minimum of once a week.	Frehe, Mark	9/8/2014	Schedule of professional learning support, sign-in sheets, lesson plans, lesson plan reviews using the 5 E lesson plan model, agendas and observational data through CTEM	5/29/2015 weekly
G1.B1.S1.A4	Provide teachers with opportunities for classroom observations with feedback, modeling, and coaching during in all content areas.	Wenrich, Valerie	9/8/2014	Teacher/coach Observation reflection forms, discussion streams in iObservation, calendar of coverage for observations, coaches log	5/29/2015 monthly
G1.B3.S1.A5	Teachers will be trained to provide rigorous learning goals and scales and have them meaningfully incorporated into lessons so students will clearly understand what is expected and their understanding relates to the expectations	Frehe, Mark	9/8/2014	Schedule of professional learning support, sign-in sheets, lesson plans, lesson plan reviews using the EQuIP rubric, agendas and observational data through CTEM	5/29/2015 biweekly
G1.B1.S1.A5	Provide staff development in the writers workshop model and support teachers with feedback, modeling and coaching during writing instruction and through collaborative planning.	Blackburn, Virginia	9/8/2014	Schedule of training and collaborative planning sessions, training agendas and materials, staff roster, and lesson plan analysis w/ EQuIP rubric.	5/29/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A6	Impart knowledge of the mathematical practices through the enhancement of teacher pedagogy.	Frehe, Mark	10/16/2014	Schedule of trainings, sign-in sheets, lesson plans, lesson plan reviews using the EQuIP rubric, agendas and observational data through CTEM	5/29/2015 quarterly
G1.MA1	Benchmark, formative assessment and observational data will be used to assess progress toward meeting our goal.	Wenrich, Valerie	9/8/2014	CTEM look for reports from classroom observations, PLC meeting notes, Benchmark assessment data, collaborative discussions via iObservation, MTSS/Rtl data, leadership notebooks, PD notebooks	5/29/2015 quarterly
G1.B1.S1.MA1	Conduct summative evaluation on how implementation of action plan steps led to improved teacher understanding and implementation of effective learning strategies.	Wenrich, Valerie	9/2/2014	CTEM classroom observations, PLC meeting notes, Benchmark assessment data, collaborative discussions via iObservation, MTSS/Rtl data	5/29/2015 semiannually
G1.B1.S1.MA1	Consistent opportunity for professional development in effective instructional strategies will be monitored through participation attendance and leadership observations of PD and instruction through CTEM.	Wenrich, Valerie	9/2/2014	Attendance sheets, sample feedback, CTEM look- for reports	5/29/2015 quarterly
G1.B2.S1.MA1	Conduct summative evaluation on how implementation of action plan steps led to improved teacher understanding and implementation of effective learning strategies.	Wenrich, Valerie	9/8/2014	CTEM classroom observations, PLC meeting notes, Benchmark assessment data, collaborative discussions via iObservation, MTSS/Rtl data, lesson plans	5/29/2015 quarterly
G1.B2.S1.MA1	Consistent opportunity for collaborative planning of effective instructional strategies will be monitored through participation attendance and leadership observations of PD, planning and instruction through CTEM	Baker, Jean	10/6/2014	CTEM Data collection look for reports, observe and collect data specific to the strategy	5/29/2015 monthly
G1.B3.S1.MA1	Conduct summative evaluation on how implementation of action plan steps led to improved teacher understanding and implementation of effective learning strategies.		9/8/2014	CTEM classroom observations, PLC meeting notes, Benchmark assessment data, collaborative discussions via iObservation, MTSS/Rtl data, lesson plans, Leadership notebooks, PD notebooks	5/29/2015 quarterly
G1.B3.S1.MA1	Consistent opportunity for professional learning support in effective instructional strategies will be monitored through participation attendance and leadership observations of PD and instruction through CTEM.	Wenrich, Valerie	9/8/2014	Attendance sheets, sample feedback, CTEM look- for reports	5/29/2015 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. If teachers utilize effective instructional strategies and analyze data often to drive instruction with engaging, differentiated and rigorous lessons school-wide, then student achievement will increase.

G1.B1 Due to high staff turnover, effective instructional strategies and student engagement are inconsistent.

G1.B1.S1 By providing professional development on effective, engaging instructional practices, teachers will plan lessons that will be engaging and rigorous leading to increased student achievement.

PD Opportunity 1

Provide teachers with ongoing, job embedded professional development throughout the school year on Florida Standards/EquiP rubric, collaborative planning with 5 E lesson plan and LES model plan, Webb's Depth of Knowledge, Kagan structures, higher order questioning, differentiation and reciprocal teaching strategies.

Facilitator

Coaches, Administrators and teacher leaders

Participants

teachers

Schedule

Biweekly, from 8/11/2014 to 5/29/2015

PD Opportunity 2

Schedule with district coordinators to provide staff development in high yield strategies and targeted interventions.

Facilitator

Coaches, Administrators and district coordinators

Participants

teachers

Schedule

Monthly, from 8/11/2014 to 5/29/2015

PD Opportunity 3

Provide teachers assistance in monitoring student performance and providing interventions using the MTSS process.

Facilitator

administration, coaches, INSS

Participants

teachers

Schedule

Weekly, from 9/2/2014 to 5/29/2015

PD Opportunity 4

Provide teachers with opportunities for classroom observations with feedback, modeling, and coaching during in all content areas.

Facilitator

math and reading coach, administration, district literacy, science and math support staff

Participants

teachers

Schedule

Monthly, from 9/8/2014 to 5/29/2015

PD Opportunity 5

Provide staff development in the writers workshop model and support teachers with feedback, modeling and coaching during writing instruction and through collaborative planning.

Facilitator

reading coach, administration, district literacy support staff

Participants

teachers

Schedule

Monthly, from 9/8/2014 to 5/29/2015

PD Opportunity 6

Impart knowledge of the mathematical practices through the enhancement of teacher pedagogy.

Facilitator

administration, math coach

Participants

teachers

Schedule

Quarterly, from 10/16/2014 to 5/29/2015

G1.B2 Students have not consistently received targeted, data driven instruction that challenges thinking and actively engages them in a rigorous learning process.

G1.B2.S1 By providing a planning protocol and providing opportunities for collaborative planning, teachers will plan deliberately for experience based learning, problem solving opportunities, and scaffolding learning to meet the needs of all students.

PD Opportunity 1

Provide job embedded professional development on experience-based learning and problem solving activities that increase rigor such as evidenced based summaries, notebooking, model drawing/strategies for solving math word problems, and structured note taking.

Facilitator

math/Science POC's, math coach, administration

Participants

teachers

Schedule

Weekly, from 8/11/2014 to 5/29/2015

PD Opportunity 2

Provide professional development in cooperative learning structures (Kagan)

Facilitator

Teacher leaders, administrations

Participants

teachers

Schedule

Quarterly, from 8/11/2014 to 5/22/2015

PD Opportunity 3

Teachers will design group activities that facilitate students in practicing and deepening knowledge through a variety of cognitively complex tasks using reciprocal strategies and inquiry-based learning.

Facilitator

Reading and Math coach, administration

Participants

teachers

Schedule

Quarterly, from 12/19/2014 to 5/29/2015

PD Opportunity 4

Teachers will plan 5 E science lessons that utilize hands on labs a minimum of once a week.

Facilitator

administration, district science support staff

Participants

teachers

Schedule

Weekly, from 9/8/2014 to 5/29/2015

G1.B3 Staff has not consistently developed lessons based on Florida Standards that are differentiated and scaffolded to meet the needs of various students.

G1.B3.S1 By providing professional development in effective strategies for differentiating content, process, product or learning environment plans, teachers will effectively analyze data, plan for and deliver classroom instruction, center activities and interventions to increase student achievement.

PD Opportunity 1

To support vocabulary learning in all content areas, teachers will utilize interactive word walls with picture support for understanding and comprehension of the vocabulary.

Facilitator

administration, coaches, INSS

Participants

teachers

Schedule

Monthly, from 9/8/2014 to 5/29/2015

PD Opportunity 2

Utilizing diagnostic data (iReady), teachers will plan for extension and enrichment activities to best meet the various needs of their students

Facilitator

administration, coaches, INSS

Participants

teachers

Schedule

Monthly, from 9/8/2014 to 5/29/2015

PD Opportunity 3

Teachers will develop questioning strategies that require students to elaborate with details and scaffold support through cooperative structures.

Facilitator

administration, coaches, district Advanced studies support

Participants

teachers

Schedule

Monthly, from 10/6/2014 to 5/29/2015

PD Opportunity 4

Provide teachers assistance in monitoring student performance and providing interventions using the MTSS process.

Facilitator

administration, coaches, INSS

Participants

teachers

Schedule

Weekly, from 9/2/2014 to 5/29/2015

PD Opportunity 5

Teachers will be trained to provide rigorous learning goals and scales and have them meaningfully incorporated into lessons so students will clearly understand what is expected and their understanding relates to the expectations

Facilitator

Administration

Participants

teachers

Schedule

Biweekly, from 9/8/2014 to 5/29/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: If teachers utilize effective instructional strategies and analyze data often to drive instruction with engaging, differentiated and rigorous lessons school-wide, then student achievement will increase.	546,058
Grand Total	546,058

Goal 1: If teachers utilize effective instructional strategies and analyze data often to drive instruction with engaging, differentiated and rigorous lessons school-wide, then student achievement will increase.

Description	Source	Total
B1.S1.A1 - Leader in Me training- To develop strategies for personal leadership development and 21st century skills such as goal setting, time management, problem solving, respecting diversity and life balance.	Title I Part A	5,900
B1.S1.A2 - Leader in Me Symposium- 10 teachers will attend this conference/symposium in order to gain strategies for creating an environment of achievement and goal setting.	Title I Part A	2,900
B1.S1.A4 - Reading Coach	Title I Part A	98,743
B1.S1.A4 - Math Coach	Title I Part A	62,460
B1.S1.A4 - Literacy Coaches	Title I Part A	89,521
B1.S1.A4 - Literacy Coaches	Title I Part C (Migrant)	89,521
B2.S1.A1 - Materials for leadership notebooks(teacher/student), academic notebooks, writing folders and 7 habits instructional guides	Title I Part A	6,817
B2.S1.A1 - Instructional Supplies	Title I Part C (Migrant)	1,174
B2.S1.A2 - Kagan training at Veterans Memorial Elementary School Sept. 27th	Title I Part A	3,200
B2.S1.A2 - Staff Development Book "Engaging Students with Poverty in Mind"- strategies in this book will empower teachers to automate student engagement efforts in the classroom so more struggling students can succeed.	Title I Part A	1,300
B2.S1.A4 - Busing provided for the STEM conference in Oct. for 60 students in grades 4 and 5	Title I Part A	200
B3.S1.A1 - Tutor-provide small group instruction in the classroom	Title I Part A	89,037
B3.S1.A1 - Tutor-provide supplemental small group instruction in the classroom to migrant students	Title I Part C (Migrant)	95,285
Total Goal 1		546,058