

Lely Elementary School

8125 LELY CULTURAL PKWY, Naples, FL 34113

[no web address on file]

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

77%

Alternative/ESE Center

No

Charter School

No

Minority

70%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	B	A	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
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission is to promote academic achievement and positive behavior by actively engaging students in life learning skills with a Florida State Standards focus.

Provide the school's vision statement

Lely Elementary is an actively developing community where students and adults are engaged in the learning process and the success and care of each other.

School Environment

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

We are able to learn about the different cultures represented at our school in several ways. We have formalized interactions with families through our many school events including but not limited to Meet the Teacher, Title 1 Meetings, Parent Conferences, Parent Workshops, Curriculum Night and our annual Back to School Dinner. During these interactions with families, we learn more about their cultural beliefs and how their beliefs impact learning and education.

We also learn much about the different cultures at our school through informal meetings and communications. Often times, specific situations arise, that allow us to learn new things about a culture through our efforts of working with students and their families.

Our teachers attend District-wide trainings to assist in supporting our English Language Learners.

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

At LES we have a strong PBS foundation. Our PBS expectations align directly with safety and respect for all students. We have many opportunities for students to be celebrated for positive behavior, encouraging students to act in a respectful and safe manner. We also have a character education program, which includes teaching students a different character trait each month, and rewarding students who demonstrate the trait. Through each of these incentive programs, students are motivated, both intrinsically and extrinsically, to make choices that are safe and respectful.

On the same token, we have set procedures for discipline issues. The faculty and staff receive trainings and reminders regarding the discipline process. By establishing consistency in our approach to discipline, we are able to send a unified message to the student body regarding the consequences for acting unsafe and/or disrespectful. Very few students need disciplinary action in order to comply with basic expectations, however for the few that need extra support, we are able to discourage and most often extinguish negative behavior through consistency in discipline.

Furthermore, our leadership team and youth relations deputy are very accessible to students. We are in the courtyard and cafeteria during high traffic times. We all keep an 'open-door' policy for students, making ourselves available to meet with students at their request. Our students feel comfortable coming into the front office and asking for the principal, assistant principal, or school counselor to assist them if they are having any type of issue involving safety or respect.

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

As mentioned above, our PBS program strongly supports the academic achievement of our students. We have numerous opportunities for students to be rewarded for demonstrating behavior that is conducive to a positive learning environment. Students can be rewarded individually, which gives teachers an incentive to help motivate students who cause distractions in the classroom. We also have a classroom PBS reward system, in which classes as a whole can be rewarded for positive behavior. This creates a great classroom management tool for teachers, as they can use this to encourage whole-group compliance.

Our faculty and staff receive ongoing trainings and refreshers about our PBS program. We have a vertical professional learning community which consists of the assistant principal, the guidance counselor, and a representative from each grade level team. We also have a very standardized discipline procedure, which helps to create consistency across all staff in regards to disciplinary action. This consistency and transparency of the discipline procedures also aids in minimizing distracting behavior.

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

We strive to best address all of the social and emotional needs of our students, through several channels. The school counselor provides a comprehensive school counseling program which includes individual counseling, small group counseling, classroom guidance, consultation with parents, and referral to outside resources as needed. Specifically, small counseling groups provide much support to our students, as they cover personal topics that are not appropriate to be discussed in larger groups, but also allow for efficiency in service provision.

When students are placed on a Tier 2 or Tier 3 behavior intervention plan, they are paired with a staff member who serves as a mentor in a check-in/check-out system. We utilize our ELL tutors for students who are new to the United States and just beginning to acquire the English language. We are also very fortunate to have community agencies, such as AVOW hospice and The Shelter for Abused Women and Children, run counseling groups in our school.

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

Attendance:

We contact the parent/guardian regarding any unexcused absence or absence for which the reason is unknown in a timely manner through automated phone callers, letters through the mail, and parent conferences. Parent/guardian must justify the absence and provide documentation for excused absences. Teachers report any student with five (5) unexcused absences or reasons unknown within a calendar month or fifteen (15) absences within ninety (90) calendar days to the assistant principal. If the assistant principal determines a pattern of nonattendance whether the absences are unexcused or validated, she will schedule a meeting with the parent and a district Student Relations Specialist to determine intervention strategies. In some cases, truancy issues may be referred to the Student Relations Specialist. In extreme cases, a petition is filled with the courts.

Suspensions:

Some of the interventions include guidance groups, check in/check out, behavior plans, behavior contracts, and PBS school wide strategies, change of classroom placement, and in extreme cases, alternative placement is discussed.

Lack of academic progress:

There are a variety of factors which contribute to lower performance on the statewide assessments in reading and mathematics. These include, language barriers, students in the MTSS process, ESE classification, attendance, discipline, below proficiency on district benchmark assessments, lack of home support for school, automaticity of skills. Through the use of Data Warehouse and Student Pass, teachers and administrators are able to track student performance and the fidelity of the MTSS process.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	6	7	4	10	7	3	37
One or more suspensions	3	1	1	2	0	0	7
Course failure in ELA or Math	0	1	0	0	0	30	31
Level 1 on statewide assessment	0	0	0	41	27	0	68

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

Indicator	Grade Level	Total
	3	
Students exhibiting two or more indicators	11	11

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

Prior to a student receiving a failing grade all efforts are made to ensure core instruction is comprehensive, differentiated and rigorous. If students still continue to struggle, teachers employ classroom based intervention strategies and ongoing progress monitoring of the grading period's targeted standards. District benchmark testing, running records, FAIR-FS as well as teacher developed testing is conducted to monitor student progress and drive instructional change. Ongoing parent contact is made to inform parents of the students struggle, the subsequent intervention and progress reporting. Data tracking and student progression discussions take place with the academic coaches and grade level departments to ensure all measures have been taken to allow the student to succeed. In the area of English Language Arts, students who are still not meeting grade level standards are placed in tiered support. This researched-based support is in addition to classroom instruction. Students identified as the lowest 25% on state testing, are more closely monitored through grade level and administration PLC's and data chats. These students are tracked through the MTSS process and receive interventions during our school-wise Time to Address Needs (TAN). Students receive exceptional student services are monitored through systematic analysis of their IEP goals through the use of Enrich.

After a student has received a level 1 score on statewide assessments, classroom placement for the subsequent year is strategic. Considerations of the grade level strengths and opportunities for growth are made when placing students with teachers and with one another. ELL and ESE support personnel

are placed based on the classrooms with the highest need. After school programs, which focus on reading and mathematics interventions give students the opportunity to work in very small groups to attain the skills necessary for promotion. Instructional adjustments are constantly being made to meet the needs of these students.

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/207387>.

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

Lely Elementary partners with several local businesses, universities, and organizations in an effort to sustain meaningful and mutually beneficial relationships for our students and community. Charity for Change is a local non-profit organization which raises money to fund an after school program for our lowest 25% third grade students. Our school is also fortunate enough to partner with a group of volunteers from a local country club, Lely Resort. Between 30-40 retired educators and business professionals from all walks of life come together annually to serve our struggling first grade students through daily individual tutoring sessions to supplement the students' core reading and grade level interventions. The volunteers work closely with the teachers, reading coach, and administration. In addition to Charity for Change and our Lely Volunteers, our school has participated in collaboration with several local universities such as Florida Gulf Coast University (FGCU) and Florida Southwestern State College. These collaborations help our students with College and Career Readiness by exposing students to college-level research projects, such as the Panther Research project at FGCU. During our annual Red Walk, Florida Southwestern State College prepares various Science, Technology, Engineering and Mathematics displays and presentations for our students to interact with and participate in. In order to build a relationship and appreciation for the arts, we also participate in field trips to the Naples Philharmonic.

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
Barcellino, Susan	Principal
Kirby, Meredith	Assistant Principal
Kubin, Amanda	Instructional Coach
Denlinger, Emily	Guidance Counselor
Lopez, Carmen	Instructional Coach
Johnessee, Sara	Other
Ruggiero, Miffy	Instructional Media
Lauriault, Judy	Other

Duties

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

The MTSS Leadership Team functions as a school-based Response to Intervention problem solving team. Each member of the team meets weekly with grade level Professional Learning Communities to review on-going student assessment data and share best practices. The Principal and Assistant Principal conduct classroom observations to monitor instruction. Through these observations, focused feedback and support is given to the teachers to improve instruction. The instructional coaches serve as instructional leaders, providing job-embedded professional development, weekly collaborative planning for rigorous lesson plans, coaching cycles with teachers, and modeling. Differentiated professional development is offered monthly by the instructional coaches based on teacher 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 School Based Leadership team analyzes grade level data and uses the problem solving guide to identify student needs at the beginning of the school year. Based on this data, a school-wide focus is recognized and disseminated to the staff. Each grade level meets with the Intervention Support Specialist to address small group and individual student needs. Core instruction is supported by the math and reading coaches, which are federally funded positions through Title 1 funds. (See Title 1 for details on salary and budget.) A designated school-wide intervention time is instituted during each school day to meet the individual needs of all students through the re-teaching of core, enrichment or research-based interventions. These intervention groups are assessed every two weeks and data is kept in the district web-based data management system, Data Warehouse. Teams meet every 8 weeks or sooner to analyze data, make changes to interventions and move students through the Multi-Tiered System of Support as needed.

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.

Title I Basic and Title III collaborate in providing workshops and training to build the capacity of parents and foster strong connection and engagement between home and school. In addition both grants provide translation services to ensure that non-English speaking parents are able to participate fully in the education of their children.

Supplemental Staff Development:

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

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

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

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Dr. Susan Barcellino	Principal
Tia Denis	Parent
Cathi Popoli	Parent
Marji Grissler	Education Support Employee
Miffy Ruggiero	Teacher
Ann Issac	Parent
Michele Lamb	Parent
Nedline Hygene	Parent
Manuel DeLatorre	Education Support Employee
Nelida Macedo Padilla	Parent
Angelica Lastra	Education Support Employee
Asiel Espinosa	Business/Community
Vicki Howard	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

During the first SAC meeting in August, the principal and assistant principal shared the assessment data from the previous school year. The group reviewed the previous year's school improvement plan to discuss which initiatives were successful and what areas need to be targeted for this year's plan and instructional focus.

Development of this school improvement plan

The School Advisory Council will have the opportunity to provide input and approve the SIP during the September and October meetings. An analysis of student achievement and school performance data will occur at the September SAC meeting. The SAC review various aspects of the school as suggested by the priorities related to the data and gave input into the written plan for school improvement including priorities and strategies. SAC will meet monthly to discuss SAC fund expenditures. Student achievement data will be monitored and the associated strategies and priorities within the SIP. The SAC will approve the Plan at the November meeting after it is reviewed and presented by the principal.

Preparation of the school's annual budget and plan

A rough draft of the school's budget and plan was presented to the SAC members at the August meeting with an explanation of allocations and expenditures. The SAC is then able to ask questions and offer suggestions for planning and budgeting which are considered by the principal prior to finalizing the documents.

Last year, school improvement funds were not awarded until late in the school year. Upon the receipt of the funds, the SAC committee discussed how to best utilize the monies. It was unanimously agreed upon to spend \$8,000 purchasing books for the Media Center.

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

The SAC will discuss the projected use of funds during the October and April meetings.

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
Barcellino, Susan	Principal
Kirby, Meredith	Assistant Principal
Kubin, Amanda	Instructional Coach
Lauriault, Judy	Other
Ruggiero, Miffy	Instructional Media
Johnnessee, Sara	Other
Denlinger, Emily	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

The major initiative of the Literacy Leadership Team (LLT) will include raising student achievement through use of instructional rigor, content area literacy, and differentiation with a laser focus on Students with Disabilities, English Language Learners, and our Lowest 25% students. All teams will utilize grade level and vertical PLC's to analyze data and target specific skill areas that need improvement, and provide research based interventions. Our reading coach will continue to support teachers by providing guidance for the instructional implications and shifts of our Language Arts Florida Standards through modeling and collaboratively planning with teams, including a heavy emphasis on writing in response to learning and writer's workshop. Leveled Literacy Intervention, along with the FAIR toolkit and the Tier 3 Intervention, My Sidewalks, and Reading Horizons will be used as an intensive intervention for students reading below grade level. School-wide incentives through use of the Reading Counts program will also be utilized as a motivational tool to increase our students' reading endurance. The LLT supports the implementation of the District K-12 literacy 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

Each year, the administration works diligently to create instructional teams that will work together and demonstrate expertise in a specific age group/content area with input from teachers as to their personal and professional preferences. Team Leaders are set in place that will help to facilitate growth as a team. Teams are allocated a common planning time daily and provided support from academic coaches to collaboratively plan. Academic coaches and leadership team members work with teams to discuss instructional strategies and best classroom practices and problem solve areas of concern. The positive relationship between the classroom teachers and leadership team members yields fidelity of the MTSS process with quarterly data chats regarding student progress on PMPs.

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

Collier County Public Schools' New Teacher Orientation Meeting
Assign mentors to new teachers
Monthly meetings with new teachers
Weekly PLC meetings which allow teachers to collaborate at the intermediate and primary levels
Site-based professional development
Attend CCPS Transfer Fair and Recruitment Fair
Interview/hire only candidates who are HQT
Provide opportunities for new teachers to observe in classrooms throughout the school

We attribute the retention to the positive culture and atmosphere of community that has been created. The staff has established relationships that prosper both within the building and after work hours. Each person holds himself responsible for creating the atmosphere that makes Avalon a desirable place to work.

1. Professional Learning - regularly scheduled Professional Learning based on State and District initiatives, staff input, classroom observations and student data which will enable teachers to be successful in improving student achievement utilizing time during Faculty Meetings, Early Release Days, PLCs, etc.
2. Instructional Leadership - regularly scheduled grade level PLC meetings to collaboratively plan and receive embedded professional development from academic coaches. Bi-monthly meetings with administration to support teachers in MTSS data analysis, instructional strategies development, and provide meaningful feedback.
3. New Teacher Support - Partner new teachers with a qualified mentor; coordinate meetings with specific personnel to orient and support new teachers in the areas of procedures, initiatives, and instructions.
4. Empowering Teachers - Continue to build a supportive, collaborative culture that recognizes faculty efforts both formally and informally and involve teachers in meaningful decision making.

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

Each new teacher is strategically paired with a mentor that mirrors the new teacher's area of assignment. All mentors are veteran teachers who have received clinical education training and have successfully mentored teachers in their career. The mentor meets with the new teacher, weekly, and attends monthly 'New Teacher' meetings to offer support. Topics addressed during the 'New Teacher' meetings include:

- Guided Reading
- Fountas & Pinnell Leveling
- PBS: Classroom Management
- Data driven decision making
- eSembler
- ESE and ELL Strategies
- CTEM
- Using Investigations
- Student Led Conferencing
- Writer's Workshop
- Gifted identification process and strategies
- Cumulative folders, end of year wrap-up

Lely Elementary School has a stellar mentoring program for its new teachers. The mentor and mentee will meet weekly for planning meetings. The mentor receives release time to observe the mentee and provide feedback. The mentee will also receive release time if needed to observe veteran teachers. In addition a new teacher induction program, with monthly meetings is held. Each meeting covers a separate topic (i.e. classroom management, PBS, RTI, data warehouse), monitored by the Reading Coach.

The rationale for the pairings is that the Mentor has a proven record of improving student achievement in primary grades. She has received clinical educator training and has supported new teachers successfully in the past.

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

Curriculum maps and pacing guides are created by district curriculum coordinators. 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 staff development 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 administration meets with grade-level teams bi-weekly to analyze progress monitoring data and quarterly benchmark assessment data and discuss adjustments to instructional strategies and small groups. Based on the data analysis, decisions are made about utilization of resource teachers and push-in support to best meet the needs of students achieving at various levels.

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: 2,880

An after school program designed to meet the needs of all levels of learners has been established. 3rd, 4th, and 5th grade students will meet 2 hours a week to focus on the areas of reading, math, and science intervention and enrichment. This program uses research-based curriculum and small group instruction. This program was funded through Title 1 Basic Funds.

Strategy Rationale

Include strategies addressing the needs of all children in the school. Use effective methods and instructional strategies that are based on scientifically based research that strengthen the core academic program, including enrichment and increase the amount of learning time.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Kubin, Amanda, kubina@collierschools.com

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

FSA Assessment results compared (participating/nonparticipating students)

Strategy: After School Program

Minutes added to school year: 2,880

Our school provided after school intervention in reading for identified 3rd graders who were repeating the third grade, or fell with in the lowest 25% of the grade level. This program used research based interventions and very small group instruction two days a week for 14 weeks. This program was funded by Charity for Change.

Strategy Rationale

Include strategies addressing the needs of all children in the school, but particularly low-achieving children and those at risk of not meeting state standards.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Kubin, Amanda, kubina@collierschools.com

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

Students were selected based on previous year Florida Comprehensive Assessment Test scores and SAT-10 scores in reading. Teachers were also given the opportunity to nominate students. Data was collected on how students scored on these tests the previous year, and then their performance on the FY13 FCAT.

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.

Prekindergarten Transition to Kindergarten

During the last quarter of the Prekindergarten school year, teachers should begin to discuss kindergarten with children daily.

Starting in April, teachers should read books about kindergarten, encouraging children to look at pictures and make predictions about what they think kindergarten will be like for them. A booklist can be found in the Head Start Parent Calendar, "May" page 15.

Teachers can co-plan activities with Kindergarten teachers, such as a visit to a kindergarten classroom, possibly involving the children in a fun activity together.

During the fourth parent contact, parents should be asked if they have any concerns regarding kindergarten. Teachers should offer information about kindergarten registration, and give suggestions about how parents can help to get their child ready for kindergarten during the summer months.

In the last few days of school, teachers should let the children help to clean and pack up toys; this helps to provide closure for the children.

Curriculum Support:

1. Children's books about Kindergarten (See Parent Handbook and Calendar)
2. The Kindergarten Survival Handbook - Offers appropriate activities to distribute to families, such as Teacher activities, tips or suggestions for parents to do with their child on specific skills to help get them get ready for Kindergarten (available in Spanish).

Starting in May, Pre K Student Transition Cards need to be completed for every child and submitted to the school's administrative team.

TRANSITION FROM EARLY CHILDHOOD PROGRAMS TO ELEMENTARY SCHOOL

- Inform parents of readiness skills during Kindergarten Round-Up. (Required)
- Offer preschool programs and collaborate with kindergarten teachers regarding grade level expectations.
- Meet with local preschool programs to discuss readiness for transitioning students.
- Implement a staggered start schedule during the first week of school.
- Allow classroom visitations for transitioning students and their parents.

On May 1st, each middle school held a Rising 6th Grade Parent Orientation Night at 6:00 p.m.

Parents learned about the 6th grade course selection process – what core classes were required and what related arts classes were available. There was also band/orchestra/chorus performances and a (district template)PowerPoint highlighting the many programs and activities at the respective middle schools. The following morning, May 2nd, 5th graders across the district were transported by bus from their feeder school to their projected middle school for the same presentation the parents received the night before.

Preschool students with disabilities: 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.

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 staff consistently utilize effective instructional strategies and analyze data to drive ambitious instruction with engaging 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 staff consistently utilize effective instructional strategies and analyze data to drive ambitious instruction with engaging and rigorous lessons school-wide, then student achievement will increase. 1a

G044859

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	73.0
AMO Reading - All Students	73.0
FCAT 2.0 Science Proficiency	51.0

Resources Available to Support the Goal 2

- Academic Coaches
- Data Warehouse
- MAFS Trainers
- LAFS Trainers
- District adopted core materials
- Charity for Change
- After school reading, math and STEM
- Title One Funds
- Resource Teacher
- ELL Tutors
- Enrich Data

Targeted Barriers to Achieving the Goal 3

- Teachers need additional training in differentiating instruction through content, process, product and/or learning environment.
- Teachers need additional training to develop lesson plans and instruction that feature specific strategies connected to the new rigorous standards.

Plan to Monitor Progress Toward G1. 8

Classroom observations during targeted times

Person Responsible

Susan Barcellino

Schedule

Monthly, from 8/25/2014 to 6/4/2015

Evidence of Completion

CTEM Observations in regard to elements 24 (Noticing when students are not engaged) and element 44 (attention to established content standards)

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 staff consistently utilize effective instructional strategies and analyze data to drive ambitious instruction with engaging and rigorous lessons school-wide, then student achievement will increase. **1**

 G044859

G1.B1 Teachers need additional training in differentiating instruction through content, process, product and/or learning environment. **2**

 B110604

G1.B1.S1 If teachers are provided relevant job-embedded differentiated professional development related to differentiated instruction, then student achievement will increase. **4**

 S122057

Strategy Rationale

Teachers need relevant training in differentiation in order to meet the various needs of their students.

Action Step 1 **5**

Survey teachers on their Professional Development needs.

Person Responsible

Susan Barcellino

Schedule

Monthly, from 8/11/2014 to 6/4/2015

Evidence of Completion

Agendas, exit tickets, surveys

Action Step 2 5

Based on staff survey, differentiated professional development will be established

Person Responsible

Amanda Kubin

Schedule

Monthly, from 8/11/2014 to 6/4/2015

Evidence of Completion

Agendas, survey results, and staff feedback

Action Step 3 5

Provide differentiated professional development on ERD and Professional Day in January

Person Responsible

Amanda Kubin

Schedule

Monthly, from 8/11/2014 to 6/4/2015

Evidence of Completion

Sign in sheets, MIP points, Agendas, exit tickets

Action Step 4 5

Provide opportunities for Instructional rounds

Person Responsible

Susan Barcellino

Schedule

Semiannually, from 8/11/2014 to 6/4/2015

Evidence of Completion

Observation checklist, teacher examples

Action Step 5 5

Collaborative lesson planning with coaches to include differentiation

Person Responsible

Carmen Lopez

Schedule

Biweekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Lesson plans in Angel, CTEM observations

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

During leadership meetings, an agenda item will be included to discuss the progress for each action step.

Person Responsible

Susan Barcellino

Schedule

Monthly, from 8/11/2014 to 6/4/2015

Evidence of Completion

Leadership meeting agendas

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

Exit tickets and surveys of professional development provided

Person Responsible

Meredith Kirby

Schedule

Monthly, from 8/11/2014 to 6/4/2015

Evidence of Completion

Exit tickets and surveys to ensure individual teacher needs are being met through Professional Development training.

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

Monitor fidelity of differentiation of lessons

Person Responsible

Susan Barcellino

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Principal and leadership will monitor the post lesson plans of teachers to ensure differentiation of instruction is being planned.

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

Monitor lesson plans: Lesson Plan Checklist for Rigor and Challenge

Person Responsible

Meredith Kirby

Schedule

Weekly, from 8/11/2014 to 6/4/2015

Evidence of Completion

Teacher lesson plans, Gifted Strategies posted

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

Monthly Time to Address Needs (TAN) Data Chats

Person Responsible

Judy Lauriault

Schedule

Monthly, from 8/11/2014 to 6/4/2015

Evidence of Completion

PLC minutes

G1.B2 Teachers need additional training to develop lesson plans and instruction that feature specific strategies connected to the new rigorous standards. **2**

 B110610

G1.B2.S1 If teachers are provided weekly collaborative lesson planning with academic coaches using the EQUIP rubric, then deliberate and rigorous instruction will occur. **4**

 S122144

Strategy Rationale

Teachers need collaborative lesson planning sessions in order to increase their level of rigor and questioning throughout instruction.

Action Step 1 **5**

Schedule weekly meetings with grade level teams and academic coaches

Person Responsible

Amanda Kubin

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Calendar

Action Step 2 **5**

Attend collaborative lesson planning meetings for LAFS and MAFS, where teachers will unpack the new standards

Person Responsible

Amanda Kubin

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Grade level Lesson Plans in Angel

Action Step 3 5

Provide specific, focused feedback for each grade level regarding the final lesson plan submissions and provide further coaching if necessary.

Person Responsible

Amanda Kubin

Schedule

On 6/4/2015

Evidence of Completion

Coaching logs, iSupport Schedules, Emails, Meeting Minutes

Action Step 4 5

Survey Teachers for individual needs regarding LAFS, MAFS and STEM

Person Responsible

Susan Barcellino

Schedule

Monthly, from 8/11/2014 to 6/4/2015

Evidence of Completion

Survey results

Action Step 5 5

Provide professional development to teachers during ERD and Teacher Professional Ed days on LAFS, MAFS, and STEM

Person Responsible

Susan Barcellino

Schedule

Monthly, from 8/11/2014 to 6/4/2015

Evidence of Completion

Exit tickets, MIP Points

Action Step 6 5

Provide professional development for the use of vernier probes in the classroom to assist in writing across curriculum

Person Responsible

Meredith Kirby

Schedule

On 12/19/2014

Evidence of Completion

Exit tickets, student samples

Action Step 7 5

Provide writing tracker for portfolio pieces for all grade levels to chart student progress

Person Responsible

Susan Barcellino

Schedule

Quarterly, from 8/11/2014 to 6/4/2015

Evidence of Completion

Completed quarterly score trackers

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

At leadership meetings, and agenda item will be included to review progress of collaborative lesson planning sessions for each grade level and the resulting suggested next steps.

Person Responsible

Susan Barcellino

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Leadership Meeting Minutes

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

Through classroom observations and instructional rounds, an increase in deliberate and rigorous instruction should be noted as a result of collaborative lesson planning sessions.

Person Responsible

Susan Barcellino

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

CTEM Observations, Coaches' observational notes, teacher reflection logs from instructional rounds

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	Survey teachers on their Professional Development needs.	Barcellino, Susan	8/11/2014	Agendas, exit tickets, surveys	6/4/2015 monthly
G1.B2.S1.A1	Schedule weekly meetings with grade level teams and academic coaches	Kubin, Amanda	8/18/2014	Calendar	6/4/2015 monthly
G1.B1.S1.A2	Based on staff survey, differentiated professional development will be established	Kubin, Amanda	8/11/2014	Agendas, survey results, and staff feedback	6/4/2015 monthly
G1.B2.S1.A2	Attend collaborative lesson planning meetings for LAFS and MAFS, where teachers will unpack the new standards	Kubin, Amanda	8/18/2014	Grade level Lesson Plans in Angel	6/4/2015 weekly
G1.B1.S1.A3	Provide differentiated professional development on ERD and Professional Day in January	Kubin, Amanda	8/11/2014	Sign in sheets, MIP points, Agendas, exit tickets	6/4/2015 monthly
G1.B2.S1.A3	Provide specific, focused feedback for each grade level regarding the final lesson plan submissions and provide further coaching if necessary.	Kubin, Amanda	9/17/2014	Coaching logs, iSupport Schedules, Emails, Meeting Minutes	6/4/2015 one-time
G1.B1.S1.A4	Provide opportunities for Instructional rounds	Barcellino, Susan	8/11/2014	Observation checklist, teacher examples	6/4/2015 semiannually
G1.B2.S1.A4	Survey Teachers for individual needs regarding LAFS, MAFS and STEM	Barcellino, Susan	8/11/2014	Survey results	6/4/2015 monthly
G1.B2.S1.A5	Provide professional development to teachers during ERD and Teacher Professional Ed days on LAFS, MAFS, and STEM	Barcellino, Susan	8/11/2014	Exit tickets, MIP Points	6/4/2015 monthly
G1.B1.S1.A5	Collaborative lesson planning with coaches to include differentiation	Lopez, Carmen	8/18/2014	Lesson plans in Angel, CTEM observations	6/3/2015 biweekly
G1.B2.S1.A6	Provide professional development for the use of vernier probes in the classroom to assist in writing across curriculum	Kirby, Meredith	10/1/2014	Exit tickets, student samples	12/19/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A7	Provide writing tracker for portfolio pieces for all grade levels to chart student progress	Barcellino, Susan	8/11/2014	Completed quarterly score trackers	6/4/2015 quarterly
G1.MA1	Classroom observations during targeted times	Barcellino, Susan	8/25/2014	CTEM Observations in regard to elements 24 (Noticing when students are not engaged) and element 44 (attention to established content standards)	6/4/2015 monthly
G1.B1.S1.MA1	Monitor lesson plans: Lesson Plan Checklist for Rigor and Challenge	Kirby, Meredith	8/11/2014	Teacher lesson plans, Gifted Strategies posted	6/4/2015 weekly
G1.B1.S1.MA3	Monthly Time to Address Needs (TAN) Data Chats	Lauriault, Judy	8/11/2014	PLC minutes	6/4/2015 monthly
G1.B1.S1.MA1	During leadership meetings, an agenda item will be included to discuss the progress for each action step.	Barcellino, Susan	8/11/2014	Leadership meeting agendas	6/4/2015 monthly
G1.B1.S1.MA4	Exit tickets and surveys of professional development provided	Kirby, Meredith	8/11/2014	Exit tickets and surveys to ensure individual teacher needs are being met through Professional Development training.	6/4/2015 monthly
G1.B1.S1.MA5	Monitor fidelity of differentiation of lessons	Barcellino, Susan	8/18/2014	Principal and leadership will monitor the post lesson plans of teachers to ensure differentiation of instruction is being planned.	6/3/2015 weekly
G1.B2.S1.MA1	Through classroom observations and instructional rounds, an increase in deliberate and rigorous instruction should be noted as a result of collaborative lesson planning sessions.	Barcellino, Susan	8/18/2014	CTEM Observations, Coaches' observational notes, teacher reflection logs from instructional rounds	6/4/2015 monthly
G1.B2.S1.MA1	At leadership meetings, and agenda item will be included to review progress of collaborative lesson planning sessions for each grade level and the resulting suggested next steps.	Barcellino, Susan	8/18/2014	Leadership Meeting Minutes	6/4/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

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

G1.B1 Teachers need additional training in differentiating instruction through content, process, product and/or learning environment.

G1.B1.S1 If teachers are provided relevant job-embedded differentiated professional development related to differentiated instruction, then student achievement will increase.

PD Opportunity 1

Survey teachers on their Professional Development needs.

Facilitator

Amanda Kubin, Reading Coach; Carmen Lopez, Math Coach; Judy Lauriault, Intervention Support Specialist

Participants

Instructional Staff

Schedule

Monthly, from 8/11/2014 to 6/4/2015

PD Opportunity 2

Provide differentiated professional development on ERD and Professional Day in January

Facilitator

Amanda Kubin, Reading Coach; Carmen Lopez, Math Coach; Judy Lauriault, Intervention Support Specialist

Participants

Instructional Staff

Schedule

Monthly, from 8/11/2014 to 6/4/2015

PD Opportunity 3

Provide opportunities for Instructional rounds

Facilitator

Meredith Kirby, Assistant Principal; Amanda Kubin, Reading Coach; Carmen Lopez, Math Coach; Judy Lauriault, Intervention Support Specialist

Participants

Instructional Staff

Schedule

Semiannually, from 8/11/2014 to 6/4/2015

G1.B2 Teachers need additional training to develop lesson plans and instruction that feature specific strategies connected to the new rigorous standards.

G1.B2.S1 If teachers are provided weekly collaborative lesson planning with academic coaches using the EQUIP rubric, then deliberate and rigorous instruction will occur.

PD Opportunity 1

Attend collaborative lesson planning meetings for LAFS and MAFS, where teachers will unpack the new standards

Facilitator

Amanda Kubin, Reading Coach; Carmen Lopez, Math Coach

Participants

Grade Level Instructional Staff

Schedule

Weekly, from 8/18/2014 to 6/4/2015

PD Opportunity 2

Provide specific, focused feedback for each grade level regarding the final lesson plan submissions and provide further coaching if necessary.

Facilitator

Amanda Kubin, Reading Coach; Carmen Lopez; Math Coach

Participants

Grade Level Instructional Staff

Schedule

On 6/4/2015

PD Opportunity 3

Provide professional development to teachers during ERD and Teacher Professional Ed days on LAFS, MAFS, and STEM

Facilitator

Amanda Kubin, Reading Coach, Carmen Lopez, Math Coach, Sarah Barber, Teacher Leader, Randi Sheltra, Teacher Leader, Sara Johnnessee, Teacher Leader, District Science COordinator

Participants

Instructional Staff

Schedule

Monthly, from 8/11/2014 to 6/4/2015

PD Opportunity 4

Provide professional development for the use of vernier probes in the classroom to assist in writing across curriculum

Facilitator

District trainer

Participants

Instructional staff

Schedule

On 12/19/2014

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 staff consistently utilize effective instructional strategies and analyze data to drive ambitious instruction with engaging and rigorous lessons school-wide, then student achievement will increase.	227,072
Grand Total	227,072

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

Description	Source	Total
B1.S1.A2 - Reading Coach Salary	Title I Part A	0
B1.S1.A2 - Math Coach Salary	Title I Part A	0
B1.S1.A5 - Resource Teacher	Title I Part A	55,458
B1.S1.A5 - ELL Tutor	Title I Part A	36,500
B2.S1.A5 - Cecils Printing of LAFS Standards for all teachers	Title I Part A	250
B2.S1.A5 - Reading Coach	Title I Part A	68,732
B2.S1.A5 - Math Coach	Title I Part A	66,132
Total Goal 1		227,072