

Vineyards Elementary School

6225 ARBOR BLVD W, Naples, FL 34119

[no web address on file]

School Demographics

School Type
Elementary

Title I
No

Free/Reduced Price Lunch
37%

Alternative/ESE Center
No

Charter School
No

Minority
39%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

School Board Approval

This plan is pending approval by the 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

To create a positive, exemplary educational environment, consisting of educators, students, parents, and community members. This environment offers the expertise and the nurturing needed to prepare students to succeed today and in the future.

Provide the school's vision statement

- 1) Student learning is the chief priority for the school, and thus should be the primary focus of the decisions impacting the work of the school.
- 2) All students can learn; therefore, students should be provided with a variety of instructional approaches/activities to support their learning.
- 3) A physically and emotionally safe environment promotes student learning.
- 4) Schools need to function as a learning organization committed to promoting cooperation and opportunities for continuous improvement for all those involved in the success of the school.
- 5) Students, teachers, administrators, parents, and the community share the responsibility for advancing the school's mission.

School Environment

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

The process by which the school learns about students' cultures and builds relationships between teachers and students includes the following activities: Meet and Greet, Curriculum night, Student Led Conferences, Family Literacy evening, Fall Festival and Family Movie Night, Team Sponsored nights at restaurants, PTO Meetings, SAC Meetings, Vineyards Community Tree Lighting, Musical Concerts, Student / Parent Interest Surveys, etc. These activities provide opportunities for all stakeholders to establish a connection and an open line of communication.

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

The school creates a safe and secure environment by promoting the expectations of Positive Behavior Supports (PBS). We ensure safety with a single point of entry onto the school campus. School-wide rules, procedures, and expectations are reviewed on the morning news program and with the teachers and staff. Students and staff can easily quote the expectations embedded into the Vineyards Elementary School (VES) pledge. The morning news program also provides us an opportunity to celebrate successes as a school family. Our Positive Behavior Support System is taught and reviewed throughout the year using VES Passports. To maintain safety on campus, we have a Youth Relations Deputy that is visible and assists with arrival and dismissal. He also teaches the Junior Deputy and DARE program. The 5th grade Safety Patrol also assist with arrival and dismissal. In the mornings, students report directly to the classroom to be welcomed by the teacher and establish a positive start to the day. Our School Counselor and Leadership team work with students to set personal goals both academic and behavior, track the progress, and then celebrate progress. In addition, the school counselor forms counseling groups for conflict resolution and other social emotional groups to benefit the well-being and safety of our students.

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

Vineyards Elementary utilizes the Positive Behavior Support System to establish clear behavior expectations for the students which are reviewed daily and enforced by all faculty and staff members. Students can earn positive reinforcement as a whole class and as individuals. Many classroom teachers also choose to offer classroom incentives using Class Dojo which allows students to track their behavior by earning points for working with others, raising their hand, showing good citizenship, etc. If disciplinary action is required, teachers input Infractions and Referrals into a Student Pass system to document negative behaviors and/or bring students to the attention of the Administrators. Student Pass is also used to award Positive Referrals for exceptional 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

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 and Student Pass. 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.

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	8	4	5	0	3	7	27
One or more suspensions	0	2	0	0	0	1	3
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	16	14	14	44

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

Indicator	Grade Level		Total
	3	5	
Students exhibiting two or more indicators	3	2	5

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

Vineyards Elementary uses a variety of research-based strategies to improve academic performance of at-risk students. Leadership monthly reviews students that are at risk and meets with teachers to determine the best way to intervene and support. These interventions include, but are not limited to a Check in Check Out system with a Teacher-Student mentor relationship, sending district provided attendance letters, meeting with parents and students including parent conferences and Student led conferences, utilizing the School Counselor, analysis of intervention programs and formative assessments. Also VES provides students with positive reinforcement programs including the VES Positive Behavior Support initiative and student jobs such as Safety patrol, VES news and student ambassadors to positively reinforce positive academic and non-academic achievement.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Vineyards Elementary works diligently 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. Parents receive communications through a variety of modes. Recorded messages are sent via School Messenger where parents are able to hear recorded messages from various school officials over the phone.

Written communications occur through the school website, social media such as Edmodo, and newsletters. These communiques are sent describing the many learning opportunities that occur at each grade level and suggestions for activities to assist in student academic growth are provided. Parents are afforded opportunities to to be engaged in a multitude of face to face activities that promote the school's mission and vision an assist in communicating their child's progress. These activities include PTO Meetings and sponsored events, SAC Meetings, Parent / Teacher Conferences, Curriculum Nights, Meet and Greets, Family Literacy Nights, Celebrate Literacy Wek, and Student Led Conferences.

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

Vineyards Elementary strives to build and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement. Activities that are designed to promote these relationships include activities such as Principal for the Day, volunteers,

banners promoting local businesses with ties to the school community displayed, team sponsored evenings at various businesses, outreach to the community through student performances, Career Day, and Fall Festival. Our Community Partners also participate in SAC and PTO events.

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
Smith, Mary	Principal
Crehan, Christa	Assistant Principal
Kelly, Julie	Instructional Coach
McElroy, Heather	Instructional Coach
Yzaguirre, Cynthia	Guidance Counselor

Duties

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

The Principal, Assistant Principal, and Intervention Support Specialist will provide leadership and guidance to ensure the implementation of MTSS with fidelity and also with providing resources and opportunities for staff development. In addition, they will attend MTSS leadership meetings and grade level team meetings.

Intervention Support Specialist will facilitate all school procedures, training, and activities related to student response to instruction and intervention. The INSS will coordinate with the MTSS leadership team, the grade level teams and parents in the problem solving process. The INSS will support with planning, review data collection, professional learning, and perform fidelity checks.

The ELA Coach will attend MTSS meetings and help the MTSS teams plan and implement interventions and assessments. The ELA Coach will support teams in matching interventions to student needs, in data collection, and assist with professional learning.

The School Counselor will attend MTSS meetings as needed to support behavioral or social-emotional concerns. The School Counselor will provide support with matching interventions to student needs, in data collection, progress monitoring, and parent communication.

The School Psychologist will attend MTSS meetings as needed to assist in the problem solving process.

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 Multi-tiered System of Supports (MTSS) Leadership Team will meet to monitor all students and work together to provide a common mission and vision. The team will focus on professional development and data analysis as a means to support instructional staff members.

Grade level MTSS Teams will meet monthly to monitor students and report on problem identification, problem analysis, intervention design, and response to intervention. Individual progress monitoring

plans will be written and parent conferences will be held for students receiving interventions in academics or behavior.

Each grade level has a representative on the MTSS school-wide committee to provide vertical articulation, disseminate information and trainings to all grade levels.

Quarterly Data Dialogues are held where school administrators report to the Superintendent and her cabinet on the student progress.

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.

Regularly scheduled Curriculum and Instruction department meetings are scheduled that include district level program coordinators, including IDEA, and Head Start.

Title 1, Part C Migrant Funds are coordinated to provide at risk students with supplemental support and resources. Title I Migrant and school collaboration occurs with local eye doctor to provide eye exams and glasses at no cost to migrant students in need or at a discounted price to our program.

Title X - Homeless

The Collier County School District provides support services and resources for homeless students and their families. Title X and 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.

Coordination occurs with Homeless Liaison staff and Title I Migrant staff in identifying eligible students and families that can be served as homeless.

Nutrition Programs

The District is offering breakfast at no charge to all students through the USDA Provision 2 breakfast program. The NSLP Fresh Fruit and Vegetable program is being offered one day per week.

Head Start

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. In addition, during the spring semester, all Pre-K teachers will submit to the Kindergarten site a Pre-K transition placement card for every student.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Rachael Dindak	Parent
Chip McElroy	Business/Community
Vikki Healy	Parent
Kris Del Vecchio	Parent
Kristen Hoover	Parent
Melissa Stubbs	Parent
Mary Smith	Principal
Monica Jontza	Education Support Employee
Maria Lingo	Teacher
Erin Powell	Parent
Rodney Harvey	Parent
June Quiva	Parent
Stephanie Serna	Parent
Michael Guillot	Business/Community
Julie Kelly	Teacher
Heather McElroy	Teacher
Diane Trefry	Teacher
Fabiana Kivilevic	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 from the previous year was revisited by the SAC committee in the first monthly meeting of the 2014-2015 school year, The goals from that plan were reviewed by the committee and compared to the data provided by all outcome measures. From there the committee discussed ways to refocus the goals so as to continue school improvement.

Development of this school improvement plan

The School Improvement Plan is presented to the SAC and Staff for development, input, guidance, and approval. SAC also reviews the students' ongoing formative assessment performance data, as well as the use of school improvement funds. Approval for the plan will take place at the October SAC meeting.

Preparation of the school's annual budget and plan

We have monies that have rolled over from the last year due to no funds being spent in the previous year. In the past, these monies were used on professional development of staff, materials for students, and enhancements to the learning environment of the school.

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

We have funds that have rolled over from last year. In the past, these monies were used on professional development of staff, materials for students, and enhancement to the learning

environment of the school.

All expenditure requests are reviewed by the SAC and then approval is determined by a majority vote of the committee. All requests must relate back to the School Improvement Plan Goal.

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
Smith, Mary	Principal
Crehan, Christa	Assistant Principal
Kelly, Julie	Instructional Coach
Arfuso, Marlana	Teacher, K-12
Donelli, Megan	Teacher, K-12
Carpenter, Debra	Teacher, K-12
Starace, Krista	Teacher, K-12
Christmas, Maria	Teacher, K-12
Cohen, Cheryli	Teacher, K-12
Peltier, Sherry	Teacher, ESE
Purdy, Marilyn	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the Literacy Leadership Team (LLT) will include:

- Ongoing monitoring and analysis of reading & writing data.
- The implementation of Language Arts Florida Standards (LAFS).
- Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons.
- Providing scaffolding that does not preempt or replace text reading by students.
- Developing and asking text dependent questions from a range of question types.
- Emphasizing students supporting their answers based upon evidence from the text.
- Providing extensive research and writing opportunities (claims and evidence).
- Incorporating literacy instruction with an emphasis on writing into all content areas.

The LLT will be instrumental in developing school-based professional development based on student data and the needs of the instructional staff. The Literacy Leadership Team also supports implementation of the District's K-12 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

Leadership at Vineyards 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 40 minutes of collaborative learning time biweekly. Academic coaches and leadership team members work with teams to discuss instructional strategies and best classroom practices and problem solve areas of concern during these collaborative planning sessions. Vertical Articulation teams are also in place. These teams allow for Points of Contacts to share information and discuss content area instruction. All teams are involved in the writing and implementation of the School Improvement Plan. This plan is reviewed frequently to monitor implementation of the SIP.

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

Vineyards' long history of being a high performing school with motivated students, dedicated staff, and highly involved parents speaks volumes in recruiting highly qualified staff and once they are hired, they do not want to leave. Turn over is at a minimum. Retaining educators in this time of high accountability is another issue Leadership does its best to shelter the staff from some of the pressures of the profession by protecting their planning time, not having any arrival duties assigned to classroom teachers, and by celebrating little and big successes. Professional opinions are welcomed and listened to, even if things cannot necessarily be changed. Another strategy that plays a huge part in staff retention is having visible administrators. When leadership is in classrooms, out at recess, and helping in the cafeteria, the staff sees them as highly involved and motivated to do whatever is needed. Everyone on the leadership team, (Principal, Assistant Principal, ELA Coach, INSS, and School Counselor) shares the responsibility for retaining our highly qualified staff and continuing our high performing status.

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

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). 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 and carefully aligned with the Florida Standards. Lesson plans are crafted based upon these resources and housed electronically. The plans are easily accessed and monitored by leadership to ensure instruction that is aligned to the Florida Standards. A vertical articulation group has also been established that provides guidance and feedback for team plans based upon the EQuIP (Educators Evaluating Quality Instructional Products) rubrics. Instructional coaches are also involved in collaborative planning sessions and work closely with teachers in developing effective plans. The instructional staff will also incorporate the Lesson Plan Checklist for Challenge and Rigor.

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 Multi-tiered System of Supports (MTSS) Leadership Team will meet to monitor all students and work together to provide a common mission and vision. The team will focus on professional development and data analysis as a means to support instructional staff members. Grade level MTSS Teams will meet monthly to monitor students and report on problem identification, problem analysis, intervention design, and response to intervention. Individual progress monitoring plans will be written and parent conferences will be held for students receiving interventions in academics or behavior. Each grade level has a representative on the MTSS school-wide committee to provide vertical articulation, disseminate information and trainings to all grade levels. When data indicates that students are in need of differentiated instruction to meet their diverse needs, the team analyzes student performance and determines their needs. Materials and instructional routines are then matched to the student's needs to support and advance student growth and learning. To support the students with Autism Spectrum Disorder teachers work collaboratively to have successful mainstream and inclusion activities at students' instructional level.

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

Strategy: Extended School Day

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

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 four-year-olds. 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/childcare 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.

Preschool 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.

The Elementary and Middle schools join together to provide an opportunity for parents to visit the campus of the Middle school. At that time parents are informed of courses that students will be enrolled in. Students also participate in an on-site to the school in which they will be transition to for sixth grade.

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 engages in differentiated cognitively complex activities that require active processing of information, 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 engages in differentiated cognitively complex activities that require active processing of information, then student achievement will increase. 1a

G047717

Targets Supported 1b

Indicator	Annual Target
Math Gains	71.0
Math Lowest 25% Gains	65.0
ELA/Reading Gains	74.0
ELA/Reading Lowest 25% Gains	74.0

Resources Available to Support the Goal 2

- School Based Teacher Leaders
- CTEM Observation Protocols
- District Provided Curriculum Maps
- PLC Agendas and Meeting Notes
- Curriculum Materials & Resources
- English Language Arts (ELA) Coach
- Intervention Support Specialist
- Content Area Points of Contact
- Reading Lab
- EQUiP Rubrics

Targeted Barriers to Achieving the Goal 3

- Teachers have not consistently demonstrated effective planning strategies based on assessment data.
- Teachers are not incorporating writing across all curriculum areas.
- Students are not consistently engaged in differentiated cognitively complex activities that require active processing of information.

Plan to Monitor Progress Toward G1. 8

The Leadership team will meet with Grade Level Teams biweekly to determine effectiveness of planning in creating differentiated cognitively complex activities that require active processing of information and integration of writing across the curriculum.

Person Responsible

Mary Smith

Schedule

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

Evidence of Completion

Lesson Plans, CTEM Observations, Student Learning Gains, PLC Minutes, Vertical Articulation Curriculum Committees, CLEM Feedback and Data Dialogues, Academic Notebooks, and Student Work Samples

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 engages in differentiated cognitively complex activities that require active processing of information, then student achievement will increase. **1**

 G047717

G1.B1 Teachers have not consistently demonstrated effective planning strategies based on assessment data. **2**

 B118871

G1.B1.S1 Provide collaborative planning opportunities. **4**

 S130664

Strategy Rationale

Teachers will be able to design differentiated cognitively complex activities to deepen student knowledge.

Action Step 1 **5**

Teachers will be provided collaborative planning opportunities.

Person Responsible

Mary Smith

Schedule

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

Evidence of Completion

Lesson Plans, CTEM Observations, Student Learning Gains, PLC Minutes, Vertical Articulation Curriculum Committees, CLEM Feedback, Academic Notebooks and Data Dialogues

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

Planning will be monitored through meeting notes, lesson plans, and observations

Person Responsible

Mary Smith

Schedule

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

Evidence of Completion

Lesson Plans, CTEM Observations, Student Learning Gains, PLC Minutes, Vertical Articulation Curriculum Committees, CLEM Feedback, Academic Notebooks and Data Dialogues

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

Lesson Plans will be reviewed by the leadership. Plans will be monitored for differentiated instruction, ELL and ESE strategies, and strategies for students in the lowest quartile. Monitor student growth through ELA assessments. Also, use Data Warehouse to create customized reports to compare data points.

Person Responsible

Mary Smith

Schedule

Every 6 Weeks, from 8/18/2014 to 6/3/2015

Evidence of Completion

Lesson Plans, CTEM Observations, Student Learning Gains, PLC Minutes, Vertical Articulation Curriculum Committees, CLEM Feedback and Data Dialogues

G1.B1.S2 Deepen teacher understanding of Florida Standards. 4

S139612

Strategy Rationale

Teachers will be able to understand and explain the complexity of the standards through a closer examination of what each standard means and how it progresses across grade levels.

Action Step 1 5

Teachers will participate in Collaborative Planning and Professional Learning Communities to gain a deeper knowledge of what the standards are asking our students to do.

Person Responsible

Mary Smith

Schedule

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

Evidence of Completion

Lesson Plans, CTEM Observations, Student Learning Gains, PLC Minutes, Vertical Articulation Curriculum Committees, CLEM Feedback, Academic Notebooks and Data Dialogues

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

Implementation of the standards will be monitored through meeting notes, lesson plans, and observations.

Person Responsible

Mary Smith

Schedule

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

Evidence of Completion

Lesson Plans, CTEM Observations, Student Learning Gains, PLC Minutes, Vertical Articulation Curriculum Committees, CLEM Feedback, Academic Notebooks and Data Dialogues

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

Monitor student growth through assessments. Use Data Warehouse to create customized reports to compare data points. Student Exemplars will be displayed, shared, and discussed in PLCs.

Person Responsible

Mary Smith

Schedule

Every 6 Weeks, from 8/18/2014 to 6/3/2015

Evidence of Completion

Lesson Plans, CTEM Observations, Student Learning Gains, PLC Minutes, Vertical Articulation Curriculum Committees, CLEM Feedback and Data Dialogues, Academic Notebooks, and Student Work Samples

G1.B1.S3 Provide opportunities for teachers to monitor student growth through data analysis. 4

 S139616

Strategy Rationale

Teachers will be able to effectively determine student performance based on a comprehensive analysis of data and use this information to plan for instruction that maximizes student growth.

Action Step 1 5

Teachers will monitor student growth through data analysis.

Person Responsible

Mary Smith

Schedule

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

Evidence of Completion

Lesson Plans, CTEM Observations, Student Learning Gains, PLC Minutes, Vertical Articulation Curriculum Committees, CLEM Feedback, Academic Notebooks and Data Dialogues

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

Teachers will monitor student growth through data analysis.

Person Responsible

Mary Smith

Schedule

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

Evidence of Completion

Lesson Plans, CTEM Observations, Student Learning Gains, PLC Minutes, Vertical Articulation Curriculum Committees, CLEM Feedback, Academic Notebooks and Data Dialogues

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

Lesson Plans will be reviewed by the leadership. Plans will be monitored for differentiated instruction, ELL and ESE strategies, and strategies for students in the lowest quartile. Monitor student growth through assessments. Also, use Data Warehouse to create customized reports to compare data points.

Person Responsible

Mary Smith

Schedule

Every 6 Weeks, from 8/18/2014 to 6/3/2015

Evidence of Completion

Lesson Plans, CTEM Observations, Student Learning Gains, PLC Minutes, Vertical Articulation Curriculum Committees, CLEM Feedback, Academic Notebooks and Data Dialogues

G1.B2 Teachers are not incorporating writing across all curriculum areas. 2

B118878

G1.B2.S1 Provide support and feedback for inclusion of writing across the curriculum. 4

S130752

Strategy Rationale

Teachers will be able to incorporate authentic writing activities across the curriculum to deepen student knowledge.

Action Step 1 5

Teachers will be provided with professional development to support the inclusion of writing across the curriculum.

Person Responsible

Mary Smith

Schedule

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

Evidence of Completion

Lesson Plans, CTEM Observations, Student Learning Gains, PLC Minutes, Vertical Articulation Curriculum Committees, CLEM Feedback and Data Dialogues, Academic Notebooks, and Student Work Samples

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

Planning will be monitored through meeting notes, lesson plans, and observations.

Person Responsible

Mary Smith

Schedule

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

Evidence of Completion

Lesson Plans, CTEM Observations, Student Learning Gains, PLC Minutes, Vertical Articulation Curriculum Committees, CLEM Feedback and Data Dialogues, Academic Notebooks, and Student Work Samples

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

Monitor student growth through Writing assessments. Use Data Warehouse to create customized reports to compare data points. Student Exemplars will be displayed, shared, and discussed in PLCs.

Person Responsible

Mary Smith

Schedule

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

Evidence of Completion

Lesson Plans, CTEM Observations, Student Learning Gains, PLC Minutes, Vertical Articulation Curriculum Committees, CLEM Feedback and Data Dialogues, Academic Notebooks, and Student Work Samples

G1.B2.S2 Provide opportunities for teachers to participate in professional development activities and observe classrooms where writing across the curriculum is a focus. 4

 S139624

Strategy Rationale

Teachers will be able to develop their understanding of the writing process and ways to integrate it throughout curriculum through study and observation allowing for enhanced student learning.

Action Step 1 5

Teachers will be provided with professional development to support the inclusion of writing across the curriculum including the opportunity to visit other classrooms where exemplary writing instruction is occurring.

Person Responsible

Mary Smith

Schedule

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

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Professional development to support the inclusion of writing across the curriculum including the opportunity to visit other classrooms where exemplary writing instruction is occurring will be monitored through meeting notes, lesson plans, and observations

Person Responsible

Mary Smith

Schedule

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

Evidence of Completion

Lesson Plans, CTEM Observations, Student Learning Gains, PLC Minutes, Vertical Articulation Curriculum Committees, CLEM Feedback and Data Dialogues, Academic Notebooks, and Student Work Samples

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Monitor student growth through assessments. Use Data Warehouse to create customized reports to compare data points. Student Exemplars will be displayed, shared, and discussed in PLCs.

Person Responsible

Mary Smith

Schedule

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

Evidence of Completion

Lesson Plans, CTEM Observations, Student Learning Gains, PLC Minutes, Vertical Articulation Curriculum Committees, CLEM Feedback and Data Dialogues, Academic Notebooks, and Student Work Samples

G1.B2.S3 Showcase exemplary student writing to serve as a model for integrated writing. 4

S139626

Strategy Rationale

Students and teachers will be able to understand and explain what criteria constitutes quality cross-curricular writing.

Action Step 1 5

Student work will be showcased to serve as a model for cross-curricular writing.

Person Responsible

Mary Smith

Schedule

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

Evidence of Completion

Lesson Plans, CTEM Observations, Student Learning Gains, PLC Minutes, Vertical Articulation Curriculum Committees, CLEM Feedback and Data Dialogues, Academic Notebooks, and Student Work Samples

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

Student exemplars will be monitored through meeting notes, lesson plans, and observations.

Person Responsible

Mary Smith

Schedule

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

Evidence of Completion

Lesson Plans, CTEM Observations, Student Learning Gains, PLC Minutes, Vertical Articulation Curriculum Committees, CLEM Feedback and Data Dialogues, Academic Notebooks, and Student Work Samples

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

Monitor student growth through assessments. Use Data Warehouse to create customized reports to compare data points. Student Exemplars will be displayed, shared, and discussed in PLCs.

Person Responsible

Mary Smith

Schedule

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

Evidence of Completion

Lesson Plans, CTEM Observations, Student Learning Gains, PLC Minutes, Vertical Articulation Curriculum Committees, CLEM Feedback and Data Dialogues, Academic Notebooks, and Student Work Samples

G1.B3 Students are not consistently engaged in differentiated cognitively complex activities that require active processing of information. 2

 B118879

G1.B3.S1 Teachers will design activities that require students to be organized to practice and deepen knowledge (Marzano Teacher Evaluation Model Element 15) to create learning gains. 4

 S130781

Strategy Rationale

Teachers will develop a better understanding of how to organize students to practice and deepen knowledge so that they may provide tasks that will be engaging and cognitively complex for the students.

Action Step 1 5

Teachers will be provided professional development in ways to engage students in differentiated cognitively complex activities.

Person Responsible

Mary Smith

Schedule

Every 6 Weeks, from 8/18/2014 to 6/3/2015

Evidence of Completion

Lesson Plans, CTEM Observations, Student Learning Gains, PLC Minutes, Vertical Articulation Curriculum Committees, CLEM Feedback, Academic Notebooks and Data Dialogues

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

Planning will be monitored through meeting notes, lesson plans, and observations.

Person Responsible

Mary Smith

Schedule

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

Evidence of Completion

Lesson Plans, CTEM Observations, Student Learning Gains, PLC Minutes, Vertical Articulation Curriculum Committees, CLEM Feedback, Academic Notebooks and Data Dialogues

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

Monitor growth through CTEM observations

Person Responsible

Mary Smith

Schedule

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

Evidence of Completion

Lesson Plans, CTEM Observations, Student Learning Gains, PLC Minutes, Vertical Articulation Curriculum Committees, CLEM Feedback, Academic Notebooks and Data Dialogues

G1.B3.S2 Provide support for teachers to understand how to differentiate their lessons through purposeful planning. 4

 S139632

Strategy Rationale

Teachers will thoughtfully and intentionally differentiate their lessons in order to provide equal access to learning for all students.

Action Step 1 5

Teachers will be provided support on how to differentiate lesson plans through purposeful planning.

Person Responsible

Mary Smith

Schedule

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

Evidence of Completion

Lesson Plans, CTEM Observations, Student Learning Gains, PLC Minutes, Vertical Articulation Curriculum Committees, CLEM Feedback, Academic Notebooks and Data Dialogues

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Planning will be monitored through meeting notes, lesson plans, and observations.

Person Responsible

Mary Smith

Schedule

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

Evidence of Completion

Lesson Plans, CTEM Observations, Student Learning Gains, PLC Minutes, Vertical Articulation Curriculum Committees, CLEM Feedback, Academic Notebooks and Data Dialogues

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Monitor growth through CTEM observations, lesson plans, and meeting notes

Person Responsible

Mary Smith

Schedule

On 6/3/2015

Evidence of Completion

Lesson Plans, CTEM Observations, Student Learning Gains, PLC Minutes, Vertical Articulation Curriculum Committees, CLEM Feedback, Academic Notebooks and Data Dialogues

G1.B3.S3 Provide designated time and resources for small group targeted instruction. 4

 S139649

Strategy Rationale

Teachers will provide intervention and enrichment opportunities to assist in the learning gains for all students.

Action Step 1 5

Teachers will provide a designated time for small group targeted instruction.

Person Responsible

Mary Smith

Schedule

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

Evidence of Completion

Lesson Plans, CTEM Observations, Student Learning Gains, PLC Minutes, Vertical Articulation Curriculum Committees, CLEM Feedback, Academic Notebooks and Data Dialogues

Plan to Monitor Fidelity of Implementation of G1.B3.S3 6

Planning for differentiation will be monitored through meeting notes, lesson plans, and observations

Person Responsible

Mary Smith

Schedule

On 6/3/2015

Evidence of Completion

Lesson Plans, CTEM Observations, Student Learning Gains, PLC Minutes, Vertical Articulation Curriculum Committees, CLEM Feedback, Academic Notebooks and Data Dialogues

Plan to Monitor Effectiveness of Implementation of G1.B3.S3 7

Lesson Plans will be reviewed by the leadership. Plans will be monitored for differentiated instruction, ELL and ESE strategies, and strategies for students in the lowest quartile. Monitor student growth through ELA assessments. Also, use Data Warehouse to create customized reports to compare data points.

Person Responsible

Mary Smith

Schedule

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

Evidence of Completion

Lesson Plans, CTEM Observations, Student Learning Gains, PLC Minutes, Vertical Articulation Curriculum Committees, CLEM Feedback, Academic Notebooks and Data Dialogues

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	Teachers will be provided collaborative planning opportunities.	Smith, Mary	8/18/2014	Lesson Plans, CTEM Observations, Student Learning Gains, PLC Minutes, Vertical Articulation Curriculum Committees, CLEM Feedback, Academic Notebooks and Data Dialogues	6/3/2015 weekly

Collier - 0371 - Vineyards Elementary School - 2014-15 SIP
Vineyards Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.A1	Teachers will be provided with professional development to support the inclusion of writing across the curriculum.	Smith, Mary	8/18/2014	Lesson Plans, CTEM Observations, Student Learning Gains, PLC Minutes, Vertical Articulation Curriculum Committees, CLEM Feedback and Data Dialogues, Academic Notebooks, and Student Work Samples	6/3/2015 monthly
G1.B3.S1.A1	Teachers will be provided professional development in ways to engage students in differentiated cognitively complex activities.	Smith, Mary	8/18/2014	Lesson Plans, CTEM Observations, Student Learning Gains, PLC Minutes, Vertical Articulation Curriculum Committees, CLEM Feedback, Academic Notebooks and Data Dialogues	6/3/2015 every-6-weeks
G1.B1.S2.A1	Teachers will participate in Collaborative Planning and Professional Learning Communities to gain a deeper knowledge of what the standards are asking our students to do.	Smith, Mary	8/18/2014	Lesson Plans, CTEM Observations, Student Learning Gains, PLC Minutes, Vertical Articulation Curriculum Committees, CLEM Feedback, Academic Notebooks and Data Dialogues	6/3/2015 biweekly
G1.B1.S3.A1	Teachers will monitor student growth through data analysis.	Smith, Mary	8/18/2014	Lesson Plans, CTEM Observations, Student Learning Gains, PLC Minutes, Vertical Articulation Curriculum Committees, CLEM Feedback, Academic Notebooks and Data Dialogues	6/3/2015 biweekly
G1.B2.S2.A1	Teachers will be provided with professional development to support the inclusion of writing across the curriculum including the opportunity to visit other classrooms where exemplary writing instruction is occurring.	Smith, Mary	8/18/2014		6/3/2015 monthly
G1.B2.S3.A1	Student work will be showcased to serve as a model for cross-curricular writing.	Smith, Mary	8/18/2014	Lesson Plans, CTEM Observations, Student Learning Gains, PLC Minutes, Vertical Articulation Curriculum Committees, CLEM Feedback and Data Dialogues, Academic Notebooks, and Student Work Samples	6/3/2015 monthly
G1.B3.S2.A1	Teachers will be provided support on how to differentiate lesson plans through purposeful planning.	Smith, Mary	8/18/2014	Lesson Plans, CTEM Observations, Student Learning Gains, PLC Minutes, Vertical Articulation Curriculum Committees, CLEM Feedback, Academic Notebooks and Data Dialogues	6/3/2015 biweekly
G1.B3.S3.A1	Teachers will provide a designated time for small group targeted instruction.	Smith, Mary	8/18/2014	Lesson Plans, CTEM Observations, Student Learning Gains, PLC Minutes, Vertical Articulation Curriculum Committees, CLEM Feedback, Academic Notebooks and Data Dialogues	6/3/2015 daily
G1.MA1	The Leadership team will meet with Grade Level Teams biweekly to determine effectiveness of planning in creating differentiated cognitively complex activities that require active processing of information and integration of writing across the curriculum.	Smith, Mary	8/18/2014	Lesson Plans, CTEM Observations, Student Learning Gains, PLC Minutes, Vertical Articulation Curriculum Committees, CLEM Feedback and Data Dialogues, Academic Notebooks, and Student Work Samples	6/3/2015 biweekly
G1.B1.S1.MA1	Lesson Plans will be reviewed by the leadership. Plans will be monitored for differentiated instruction, ELL and ESE strategies, and strategies for students in the lowest quartile. Monitor student growth through ELA assessments. Also, use Data Warehouse to create	Smith, Mary	8/18/2014	Lesson Plans, CTEM Observations, Student Learning Gains, PLC Minutes, Vertical Articulation Curriculum Committees, CLEM Feedback and Data Dialogues	6/3/2015 every-6-weeks

Collier - 0371 - Vineyards Elementary School - 2014-15 SIP
Vineyards Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	customized reports to compare data points.				
G1.B1.S1.MA1	Planning will be monitored through meeting notes, lesson plans, and observations	Smith, Mary	8/18/2014	Lesson Plans, CTEM Observations, Student Learning Gains, PLC Minutes, Vertical Articulation Curriculum Committees, CLEM Feedback, Academic Notebooks and Data Dialogues	6/3/2015 weekly
G1.B2.S1.MA1	Monitor student growth through Writing assessments. Use Data Warehouse to create customized reports to compare data points. Student Exemplars will be displayed, shared, and discussed in PLCs.	Smith, Mary	8/18/2014	Lesson Plans, CTEM Observations, Student Learning Gains, PLC Minutes, Vertical Articulation Curriculum Committees, CLEM Feedback and Data Dialogues, Academic Notebooks, and Student Work Samples	6/3/2015 monthly
G1.B2.S1.MA1	Planning will be monitored through meeting notes, lesson plans, and observations.	Smith, Mary	8/18/2014	Lesson Plans, CTEM Observations, Student Learning Gains, PLC Minutes, Vertical Articulation Curriculum Committees, CLEM Feedback and Data Dialogues, Academic Notebooks, and Student Work Samples	6/3/2015 monthly
G1.B3.S1.MA1	Monitor growth through CTEM observations	Smith, Mary	8/18/2014	Lesson Plans, CTEM Observations, Student Learning Gains, PLC Minutes, Vertical Articulation Curriculum Committees, CLEM Feedback, Academic Notebooks and Data Dialogues	6/3/2015 monthly
G1.B3.S1.MA1	Planning will be monitored through meeting notes, lesson plans, and observations.	Smith, Mary	8/18/2014	Lesson Plans, CTEM Observations, Student Learning Gains, PLC Minutes, Vertical Articulation Curriculum Committees, CLEM Feedback, Academic Notebooks and Data Dialogues	6/3/2015 monthly
G1.B1.S2.MA1	Monitor student growth through assessments. Use Data Warehouse to create customized reports to compare data points. Student Exemplars will be displayed, shared, and discussed in PLCs.	Smith, Mary	8/18/2014	Lesson Plans, CTEM Observations, Student Learning Gains, PLC Minutes, Vertical Articulation Curriculum Committees, CLEM Feedback and Data Dialogues, Academic Notebooks, and Student Work Samples	6/3/2015 every-6-weeks
G1.B1.S2.MA1	Implementation of the standards will be monitored through meeting notes, lesson plans, and observations.	Smith, Mary	8/18/2014	Lesson Plans, CTEM Observations, Student Learning Gains, PLC Minutes, Vertical Articulation Curriculum Committees, CLEM Feedback, Academic Notebooks and Data Dialogues	6/3/2015 biweekly
G1.B2.S2.MA1	Monitor student growth through assessments. Use Data Warehouse to create customized reports to compare data points. Student Exemplars will be displayed, shared, and discussed in PLCs.	Smith, Mary	8/18/2014	Lesson Plans, CTEM Observations, Student Learning Gains, PLC Minutes, Vertical Articulation Curriculum Committees, CLEM Feedback and Data Dialogues, Academic Notebooks, and Student Work Samples	6/3/2015 monthly
G1.B2.S2.MA1	Professional development to support the inclusion of writing across the curriculum including the opportunity to visit other classrooms where exemplary writing instruction is occurring will be monitored through meeting notes, lesson plans, and observations	Smith, Mary	8/18/2014	Lesson Plans, CTEM Observations, Student Learning Gains, PLC Minutes, Vertical Articulation Curriculum Committees, CLEM Feedback and Data Dialogues, Academic Notebooks, and Student Work Samples	6/3/2015 monthly
G1.B3.S2.MA1	Monitor growth through CTEM observations, lesson plans, and meeting notes	Smith, Mary	8/18/2014	Lesson Plans, CTEM Observations, Student Learning Gains, PLC Minutes, Vertical Articulation Curriculum Committees, CLEM Feedback, Academic Notebooks and Data Dialogues	6/3/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S2.MA1	Planning will be monitored through meeting notes, lesson plans, and observations.	Smith, Mary	8/18/2014	Lesson Plans, CTEM Observations, Student Learning Gains, PLC Minutes, Vertical Articulation Curriculum Committees, CLEM Feedback, Academic Notebooks and Data Dialogues	6/3/2015 biweekly
G1.B1.S3.MA1	Lesson Plans will be reviewed by the leadership. Plans will be monitored for differentiated instruction, ELL and ESE strategies, and strategies for students in the lowest quartile. Monitor student growth through assessments. Also, use Data Warehouse to create customized reports to compare data points.	Smith, Mary	8/18/2014	Lesson Plans, CTEM Observations, Student Learning Gains, PLC Minutes, Vertical Articulation Curriculum Committees, CLEM Feedback, Academic Notebooks and Data Dialogues	6/3/2015 every-6-weeks
G1.B1.S3.MA1	Teachers will monitor student growth through data analysis.	Smith, Mary	8/18/2014	Lesson Plans, CTEM Observations, Student Learning Gains, PLC Minutes, Vertical Articulation Curriculum Committees, CLEM Feedback, Academic Notebooks and Data Dialogues	6/3/2015 biweekly
G1.B2.S3.MA1	Monitor student growth through assessments. Use Data Warehouse to create customized reports to compare data points. Student Exemplars will be displayed, shared, and discussed in PLCs.	Smith, Mary	8/18/2014	Lesson Plans, CTEM Observations, Student Learning Gains, PLC Minutes, Vertical Articulation Curriculum Committees, CLEM Feedback and Data Dialogues, Academic Notebooks, and Student Work Samples	6/3/2015 monthly
G1.B2.S3.MA1	Student exemplars will be monitored through meeting notes, lesson plans, and observations.	Smith, Mary	8/18/2014	Lesson Plans, CTEM Observations, Student Learning Gains, PLC Minutes, Vertical Articulation Curriculum Committees, CLEM Feedback and Data Dialogues, Academic Notebooks, and Student Work Samples	6/3/2015 monthly
G1.B3.S3.MA1	Lesson Plans will be reviewed by the leadership. Plans will be monitored for differentiated instruction, ELL and ESE strategies, and strategies for students in the lowest quartile. Monitor student growth through ELA assessments. Also, use Data Warehouse to create customized reports to compare data points.	Smith, Mary	8/18/2014	Lesson Plans, CTEM Observations, Student Learning Gains, PLC Minutes, Vertical Articulation Curriculum Committees, CLEM Feedback, Academic Notebooks and Data Dialogues	6/3/2015 biweekly
G1.B3.S3.MA1	Planning for differentiation will be monitored through meeting notes, lesson plans, and observations	Smith, Mary	8/18/2014	Lesson Plans, CTEM Observations, Student Learning Gains, PLC Minutes, Vertical Articulation Curriculum Committees, CLEM Feedback, Academic Notebooks and Data Dialogues	6/3/2015 one-time

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 engages in differentiated cognitively complex activities that require active processing of information, then student achievement will increase.

G1.B1 Teachers have not consistently demonstrated effective planning strategies based on assessment data.

G1.B1.S1 Provide collaborative planning opportunities.

PD Opportunity 1

Teachers will be provided collaborative planning opportunities.

Facilitator

School Based Leadership

Participants

Instructional Personnel

Schedule

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

G1.B1.S2 Deepen teacher understanding of Florida Standards.

PD Opportunity 1

Teachers will participate in Collaborative Planning and Professional Learning Communities to gain a deeper knowledge of what the standards are asking our students to do.

Facilitator

School Based Leadership and Teacher Leaders

Participants

Instructional Staff

Schedule

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

G1.B1.S3 Provide opportunities for teachers to monitor student growth through data analysis.

PD Opportunity 1

Teachers will monitor student growth through data analysis.

Facilitator

School Based Leadership and Teacher Leaders

Participants

Instructional Staff

Schedule

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

G1.B2 Teachers are not incorporating writing across all curriculum areas.

G1.B2.S2 Provide opportunities for teachers to participate in professional development activities and observe classrooms where writing across the curriculum is a focus.

PD Opportunity 1

Teachers will be provided with professional development to support the inclusion of writing across the curriculum including the opportunity to visit other classrooms where exemplary writing instruction is occurring.

Facilitator

School Based Leadership and Teacher Leaders

Participants

Instructional Staff

Schedule

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

G1.B3 Students are not consistently engaged in differentiated cognitively complex activities that require active processing of information.

G1.B3.S1 Teachers will design activities that require students to be organized to practice and deepen knowledge (Marzano Teacher Evaluation Model Element 15) to create learning gains.

PD Opportunity 1

Teachers will be provided professional development in ways to engage students in differentiated cognitively complex activities.

Facilitator

School Based Leadership and Teacher Leaders

Participants

Instructional Staff

Schedule

Every 6 Weeks, from 8/18/2014 to 6/3/2015

Technical Assistance Items

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

G1. If staff consistently engages in differentiated cognitively complex activities that require active processing of information, then student achievement will increase.

G1.B2 Teachers are not incorporating writing across all curriculum areas.

G1.B2.S1 Provide support and feedback for inclusion of writing across the curriculum.

PD Opportunity 1

Teachers will be provided with professional development to support the inclusion of writing across the curriculum.

Facilitator

School Based Leadership and Teacher Leaders

Participants

Instructional Staff

Schedule

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

Budget Rollup

Summary

Description	Total
Goal 1: If staff consistently engages in differentiated cognitively complex activities that require active processing of information, then student achievement will increase.	1,000
Grand Total	1,000

Goal 1: If staff consistently engages in differentiated cognitively complex activities that require active processing of information, then student achievement will increase.

Description	Source	Total
B2.S1.A1 - Writing Folders ordered for all students K-5	General Fund	750
B2.S1.A1 - Paper	General Fund	250
Total Goal 1		1,000