

Shadowlawn Elementary School



2014-15 School Improvement Plan

Shadowlawn Elementary School

2161 SHADOWLAWN DR, Naples, FL 34112

[no web address on file]

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
90%

Alternative/ESE Center
No

Charter School
No

Minority
70%

School Grades History

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

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

Shadowlawn Elementary School seeks to create a challenging learning environment for students that encourages high expectations for success through instructional practices that allow for individual differences and learning styles.

Provide the school's vision statement

Shadowlawn Elementary School promotes a safe, caring and supportive environment where each student is encouraged to become a confident, lifelong learner.

School Environment

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

During the teacher work week before school starts, we provide our teachers with staff development that allows them to:

- Become familiar with the diversity in their classroom
- Understand that culturally responsive teaching involves a genuine respect for students and their belief in their potential as learners
- Consider the impact of school culture and home culture on students' learning
- Evaluate how to make the classroom a place where students feel comfortable

Through our training process, teachers learn Kagan structures and team-building strategies to help them foster positive relationships with their students by creating classroom environments more conducive to learning and meeting students' developmental, emotional and academic needs.

All students have planners that are signed by both teachers and parents on a daily basis and used for home/school communication. Shadowlawn Elementary also has a website that has useful information about the school and each grade level. In addition, a parent-dialer system allows parents to receive information in multiple languages regarding upcoming school events as well as important emergency messages. Teachers are provided with a class roster indicating the preferred home language for distribution of any written communications.

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

Shadowlawn Elementary creates an environment where students feel safe and respected before, during, and after school through our Positive Behavior Support (PBS) initiative. Through the training and implementation of PBS, we have established a culture of inclusion and respect that welcomes all students. We have established clear schoolwide expectations. These expectations are taught to all students through an engaging grade leveled PBS assembly and reviewed in classrooms on a daily basis. They are simple, direct and specific –

- Be Safe
- Be Responsible
- Be Respectful

We make sure that our students interact safely while on campus before, during, and after school, by closely monitoring bullying in and around the campus. We enlist the help of our entire school staff. We set a tone of respect in the classroom and around the campus. Our teachers manage student behavior in the classroom through PBS and many integrate technology by using an engaging and

innovative web app called Class Dojo. This program assists the teacher in tracking in-class behavior (both good and bad) and gives feedback in a report. It has pop-up notices to instantly reward good behavior and admonish inappropriate behavior.

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

At Shadowlawn Elementary, each grade level team creates their own classroom behavior procedures, following our 3 PBS expectations:

?Be Safe

?Be Responsible

?Be Respectful

School-wide PBS data is analyzed at monthly PBS committee meetings and shared with teams. Data is analyzed to consider frequency of specific behaviors, location, time of day, etc. The PBS committee works with the counselor and assistant principal to brainstorm strategies for improving student behaviors. Consideration is given to helping our English Language Learners understand the expectations, rewards and consequences by providing translation. Students with disabilities have individual behavior plans or goals written in their IEPs as needed.

Every staff member at Shadowlawn Elementary has been trained to implement our schoolwide Positive Behavioral Support (PBS) program. Some of our classroom teachers manage student behavior by integrating technology with an engaging and innovative web app called Class Dojo. This program assists the teacher in tracking in-class behavior (both good and bad) and gives feedback in a report. It has pop-up notices to instantly reward good behavior and admonish inappropriate behavior.

Protocols for disciplinary incidents:

MINOR – Teacher Interventions

- 1st infraction – Minor Referral in Student Pass (notify parent or guardian) and document 1st infraction.
- 2nd infraction – Minor referral in Student Pass (notify guidance counselor) and document 2nd infraction.
- 3rd infraction – Major Referral in Student Pass (administration will handle consequence)

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

Shadowlawn Elementary ensures the social-emotional needs of all our students by promoting social-emotional development in our classrooms. Our teachers embed their teaching practices throughout the day, by remaining sensitive to children's needs, helping them feel secure and confident, and acting as a model for effective social behavior.

Our school counselor supports the teachers by providing the comfort, encouragement, and reassurance to the students through mentoring, peer mediation, one-on-one as well as group counseling. Students are referred to the counselor on an individual basis. Ongoing student concerns are monitored weekly during leadership team meetings. Our school counselor offers our parents and guardians support by utilizing our school community business partners to assist families with clothing, food, shelter, and off-site counseling, social, and health service agencies.

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.

Early Warning System:

Attendance below 90%

Arriving late to school more than 5 times, or leaving school early more than 5 times

Level 1 on Math or ELA assessment

Lowest 25% in Math or ELA

One or more suspensions

One or more office and/or guidance referrals

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	13	7	5	7	5	3	40
One or more suspensions	1	6	5	3	3	10	28
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	27	25	22	74

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

Indicator	Grade Level				Total
	2	3	4	5	
Students exhibiting two or more indicators	1	5	4	5	15

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

We use a variety of research proven strategies to improve academic performance of at-risk students. Through the MTSS problem solving process, strategies include, but are not limited to, sending attendance letters and meetings with parents, positive reinforcement of good attendance, goal setting, early parent-teacher conferences/student-led conferences, utilizing the School Counselor for individuals, small groups, or parent conferences, analysis of intervention programs and formative assessments, and examining ways to motivate students and provide extra learning opportunities. Translation is provided for ELL students/parents as needed. Students with disabilities are supported by the IEP team.

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/193086>.

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

Our administrators and school counselor are actively involved with recruiting and securing community volunteers to provide their time and talents to support Shadowlawn Elementary. At Shadowlawn Elementary, we know that schools, families, and communities should work closely with each other to meet their mutual goals. School-community partnerships can weave together a critical mass of resources and strategies to enhance caring communities that support all youth and their families and enable success at school and beyond.

At Shadowlawn Elementary, we do not wait for these stakeholders to walk through our schoolhouse door; we mail letters telling them about our school and our needs, and asking them for their support. Community stakeholders work with the staff to support student learning, through financial support for school initiatives, volunteering services, or mentoring support. We send representatives from our leadership team to neighborhood association meetings, such as Kiwanis and Pi Phi Alumnae and actively strive to enlist the help of people who truly understand and are committed to the goals of our partnership.

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
Mearsheimer, Laurie	Principal
Phipps, Oliver	Assistant Principal
Hurst, Kelli	Instructional Coach
Summers, Susana	Instructional Coach
Vayda, Brooke	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 and assistant principal share the responsibility of providing instructional leadership. Shared decision making is facilitated by administration as well as by the academic coaches and the school counselor. School leaders attend weekly common planning sessions with each grade level as well as PLCs. Lesson plans are reviewed weekly to ensure that the curriculum is implemented with fidelity. Administrators observe classroom instruction to provide feedback to teachers as well as additional assurance of adherence to the curriculum and standards. Additionally, the school based leadership team meets biweekly with grade level team leaders and monthly with both the Faculty Advisory Council and the School Advisory Council.

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

School grade level PLCs meet bi-weekly to discuss teaching and learning. PLCs examine the standards to be taught, share best practices, and review data. Core teaching is a focus in order to meet the goal of 80% of students reaching grade level proficiency. As a proactive approach to instruction, re-teaching will occur when student performance on teacher made assessments, rubrics and checklists identify the need for additional instruction. Meeting logs will be posted in Data Warehouse to monitor student progress.

As students fail to meet with success in Tier I, the MTSS team meets with the classroom teacher to use the problem solving model and determine next steps in instruction to monitor progress over time. Additional time is provided each day and designated as MTSS time. Students identified through the problem solving model receive Tier 2 support from the classroom teacher at that time. If the student fails to meet success in Tier 2, the MTSS team will reconvene and continue with the problem solving process, considering different strategies, additional times, and increased intensity of intervention and support using instructional support teachers (ESE inclusion, ELL resource teachers). If success is not attained with these strategies, and the student fails to show adequate progress the MTSS team will reconvene and determine next steps in the problem solving process, including a comprehensive evaluation to determine possible eligibility for ESE.

PROGRAM COORDINATION:

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

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

Support staff of the Title I Part A, Title I Part C, Title I Part D, and Title X programs meet regularly to coordinate efforts and receive joint staff development for improving their services.

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

Supplemental Staffing and Services:

Title X, LEA, Title I Basic, Title I Migrant coordinate services to assist homeless children, to resolve problems concerning registration and provide support services at all schools. Title I and District jointly fund the Homeless Liaison staff position to support homeless students in all public schools. The LEA provides services in coordination with the McKinney-Vento Homeless Assistance Act.

Title I Migrant, Title I Basic, Title III funds are coordinated to provide at risk students with supplemental instructional support and resources, such as, Tutors and Resource Teachers.

Title I Migrant and school collaboration occurs with local dentists to provide dental cleanings and services at no cost to migrant students in need.

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

Supplemental Staff Development:

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

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

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

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Laurie Mearsheimer	Principal
Chandra Khandai	Business/Community
Susan Blacklidge	Teacher
Indiana Turner	Teacher
Maylin Rojas	Parent
Jennifer Burgos	Parent
Armando Jesus	Parent
Yadira Cisneros	Parent
Jennifer Deis	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 was submitted to the SAC for their review and approval. A review of each goal, barriers and strategies was conducted. End of year data for each subject area was presented to the SAC.

Development of this school improvement plan

The school staff (School Improvement committees) and SAC committee review the academic and non-academic data from the previous year, Strategies for improvement are identified that meet both the state requirements and the school's vision and mission. The draft is presented in September and voted on at the October SAC meeting.

Preparation of the school's annual budget and plan

The school's locational budget, Title I Basic budget, and Title I parent involvement budget are shared with the SAC for their input and approval.

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

As funds were not allocated until late in the year, the money was rolled over to the current academic year. The SAC will work with school staff to consider requests for expenditures that support our school improvement goals.

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
Mearsheimer, Laurie	Principal
Phipps, Oliver	Assistant Principal
Gonzalez, Amarilis	Teacher, K-12
Summers, Susana	Instructional Coach
Stein, Veronica	Teacher, K-12
Faramo, Erica	Teacher, K-12
Call, Melissa	Teacher, K-12
Stevens, Tonya	Teacher, K-12
West, Amy	Teacher, K-12
Gale, Luisa	Teacher, K-12
Ogletree, Amy	Teacher, K-12
Eastman, Nichole	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team supports implementation of the District's K-12 Reading Plan. The Team meets once a month to identify professional development needs in the area of literacy, utilize data to determine effectiveness of interventions and monitor the progress of our school improvement goals in the area of literacy. Another important function of the LLT is to plan and implement activities that promote literacy within the school. A reading motivational program has been established utilizing the Reading Counts Program. We are providing incentive charms for the number of points students earn through reading comprehension. These points will be spent at a Reading Counts Fair twice throughout the school year. We are also having a Literacy Parade that will show off what students are reading through character boards and vocabulary hats.

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. Academic coaches and leadership team members work with teams to discuss instructional strategies and best classroom practices and problem solve

areas of concern.

Celebration of the accomplishments of teachers, instructional coaches, teams, students, and the school as a whole is a priority. PBS assemblies and monthly rewards and weekly "shoutouts" to teachers are examples of how we celebrate success.

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

1. Utilize the district resources for recruiting teachers as openings occur as well as attend recruitment fairs planned for the district.
2. Utilize grade level and subject specific Professional Learning Communities to promote continuous dialogue of best instructional practices. To maximize student achievement, PLCs also focus on continuous data analysis.
3. Peer to Peer observations (instructional rounds) of best practice to further improve effective methods of instructional delivery and implementation of research based programs with fidelity.
- 4.. Use of Collier Teacher Evaluation System (CTEM) to identify, model and replicate effective instructional practices.
5. Provide targeted professional development based on data collected through the CTEM evaluation model to be delivered at staff meetings, on Early Release Days and site based in-service days throughout the year.
6. Strategically use coaching cycles to provide teachers with support and build upon their expertise in instructional delivery and best practices for classroom management.
7. Use the data collected at PLCs to document student improvement and celebrate the successes of each team in the teaching and learning process.

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

1. New Teacher Induction program provided by the district
2. Weekly PLC and planning meetings with coaches
3. Weekly team meetings
4. MTSS and data analysis meetings
5. Monthly new teacher/mentor meetings encompassing various topics - coordinated by assistant principal

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

Shadowlawn follows the curriculum maps and pacing guides created by our district coordinators to ensure that we are thoroughly and effectively teaching the Florida Standards.

Members of the district-based leadership team will meet regularly to provide data and support district-wide implementation of core and intervention programs. The district will provide leadership and guidance to ensure the implementation of instructional programs and MTSS plans with fidelity along with providing resources and 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. Interventions for reading include Leveled Literacy Intervention, My Sidewalks, Reading Horizons, Focus lessons as well as teacher created lessons tailored to individual student needs. Math interventions include Navigator and teacher created lessons to meet individual needs.

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: 4,320

Students in grades 3-5 will be invited to participate in our after school "University" program. Students will participate in several "colleges" within the program including the "College of Environmental Sciences," "College of Business Administration," and "College of Science, Technology, Engineering and Math." The curriculum for each of these "colleges" will provide engaging, hands-on, extended learning opportunities for students that integrate math and science standards.

Strategy Rationale

The after school program will provide additional time and opportunities for students to engage in math and science learning. The format of the program will be a hands-on learning, project based approach.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Mearsheimer, Laurie, mearshla@collierschools.com

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

Quarterly benchmark data and end of year assessments in math and science will be used to compare student scores of attendees vs. non-attendees.

Strategy: Weekend Program

Minutes added to school year: 1,040

Approximately 100 students in Grades 3-5 identified as either performing in the lowest 25% or those students on the cusp of an increase in FCAT proficiency will attend 6 intensive Saturdays to boost performance.

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 performance is monitored each week to determine next steps in instruction.

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 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.

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 students actively engage in cognitively complex activities that are consistent with the demands of the Florida Standards, then student achievement will increase.

- G2.** If teachers recognize student differences by differentiating instruction through content, process, product and/or learning environment, 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 students actively engage in cognitively complex activities that are consistent with the demands of the Florida Standards, then student achievement will increase. 1a

G042466

Targets Supported 1b

Indicator	Annual Target
Math Gains	63.0
FSA - Mathematics - Proficiency Rate	63.0
ELA/Reading Gains	70.0
FSA - English Language Arts - Proficiency Rate	56.0
FCAT 2.0 Science Proficiency	66.0

Resources Available to Support the Goal 2

- District curriculum maps, Florida Standards resources, EQiP rubrics, Academic coaches, Textbooks, Techbooks, District personnel support provided by coordinators, CTEM resources in iObservation
- Title I resources - Reading coach, Math coach, Resource teachers (1.45), After school program and curriculum writing, LLI materials, Kagan training, iPads, supplies

Targeted Barriers to Achieving the Goal 3

- Instruction does not consistently engage students in learning tasks aligned to the cognitively complex demands of the Florida Standards.
- Lessons do not consistently include well planned, higher order thinking questions aligned to the Florida Standards.

Plan to Monitor Progress Toward G1. 8

Ongoing progress monitoring will occur during biweekly PLC meetings.

Person Responsible

Laurie Mearsheimer

Schedule

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

Evidence of Completion

Student assessment data

G2. If teachers recognize student differences by differentiating instruction through content, process, product and/or learning environment, then student achievement will increase. 1a

G042467

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	52.0
AMO Math - ELL	43.0
AMO Math - SWD	41.0
ELA/Reading Lowest 25% Gains	81.0
AMO Reading - ELL	53.0
AMO Reading - SWD	47.0

Resources Available to Support the Goal 2

- Curriculum Maps, Academic Coaches, Textbooks, Techbooks, Academic Support, District Support, Advanced Studies Website for enrichment and extension activities
- Title I resources - Reading coach, Math coach, Resource teachers (1.45), After school program and curriculum writing, LLI materials, Kagan training, iPads, supplies

Targeted Barriers to Achieving the Goal 3

- Teachers do not consistently analyze student data to determine the need for differentiated instruction.
- Teachers do not consistently reflect on their instructional practices of differentiation through content, process, product or learning environment.

Plan to Monitor Progress Toward G2. 8

Quarterly benchmark assessment data and PBS data will be analyzed.

Person Responsible

Laurie Mearsheimer

Schedule

Biweekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

CTEM "look for" reports PBS Reports Student academic data

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 students actively engage in cognitively complex activities that are consistent with the demands of the Florida Standards, then student achievement will increase. **1**

 G042466

G1.B1 Instruction does not consistently engage students in learning tasks aligned to the cognitively complex demands of the Florida Standards. **2**

 B103626

G1.B1.S1 Lessons will include Marzano's seven focus elements for classroom instruction (6- identifying critical content, 11- helping students elaborate on new content, 12- helping students record and represent knowledge, 17- helping students examine similarities and differences, 18- helping students examine their reasoning, 20- helping students revise knowledge, 22- engaging students in cognitively complex tasks involving hypothesis generation and testing). **4**

 S114755

Strategy Rationale

If lessons include Marzano's seven focus elements for classroom instruction, then instruction and learning tasks will be aligned to the cognitively complex demands of the Florida Standards.

Action Step 1 **5**

Professional development for teachers will ensure their understanding of the depth and shifts in Marzano's seven essential focus elements for classroom instruction.

Person Responsible

Laurie Mearsheimer

Schedule

Monthly, from 9/25/2014 to 6/3/2015

Evidence of Completion

professional development agendas/sign in sheets, lesson plans, CTEM observations and reports

Action Step 2 5

Collaborative planning sessions will facilitate the development of lesson plans that include learning tasks designed to engage students in application of knowledge, inferential thinking, and provision of supportive evidence for their conclusions and claims.

Person Responsible

Laurie Mearsheimer

Schedule

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

Evidence of Completion

Observation of collaborative planning sessions, academic coaches' iSupport logs, lesson plans

Action Step 3 5

Administrators will monitor lesson plans and classroom instruction for inclusion of Marzano's seven essential elements and engagement strategies that support cognitively complex tasks and alignment with Florida Standards.

Person Responsible

Laurie Mearsheimer

Schedule

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

Evidence of Completion

Lesson plans, CTEM observations and reports, assessment data, student artifacts

Action Step 4 5

Teachers will include the use of instructional technology in their lessons.

Person Responsible

Laurie Mearsheimer

Schedule

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

Evidence of Completion

Lesson plans; classroom observations/CTEM

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

Administration will monitor lesson plans to ensure inclusion of Marzano's seven focus elements for classroom instruction. CTEM observations will ensure that they are being utilized effectively in instruction.

Person Responsible

Laurie Mearsheimer

Schedule

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

Evidence of Completion

CTEM "look for" reports Lesson plans

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

Administration will attend collaborative planning sessions, conduct classroom observations, and review lesson plans

Person Responsible

Laurie Mearsheimer

Schedule

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

Evidence of Completion

Lesson plans CTEM look-for reports

G1.B1.S2 An after-school program for students in grades 3-5 will provide additional opportunities for students to engage in hands-on, project based learning aligned to the Florida Standards. 4

 S142625

Strategy Rationale

Additional opportunities for engagement in cognitively complex learning tasks will result in increased student achievement.

Action Step 1 5

Teachers will write a curriculum for an after school, project based learning experience that will support student achievement.

Person Responsible

Laurie Mearsheimer

Schedule

Weekly, from 10/6/2014 to 10/31/2014

Evidence of Completion

Completed curriculum for the after school program.

Action Step 2 5

Students in grades 3-5 will participate in an after school program, designed to provide hands-on, project based experiences to support mastery of the Florida Standards.

Person Responsible

Laurie Mearsheimer

Schedule

Weekly, from 10/27/2014 to 5/22/2015

Evidence of Completion

Student achievement data

G1.B2 Lessons do not consistently include well planned, higher order thinking questions aligned to the Florida Standards. **2**

 B115560

G1.B2.S1 Lesson plans will include well planned, higher order thinking questions aligned to the Florida Standards. **4**

 S127205

Strategy Rationale

If lesson plans include well planned, higher order thinking questions aligned to the Florida Standards, cognitively complex questions will be more intentionally and consistently used in instruction.

Action Step 1 **5**

Through collaborative planning, academic coaches will provide embedded professional development to assist teachers in developing higher order thinking questions that align with the Florida Standards and will ensure that these questions are included in teachers' lesson plans.

Person Responsible

Laurie Mearsheimer

Schedule

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

Evidence of Completion

Lesson plans, observation of collaborative planning sessions

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

Leadership team will participate in common planning sessions to ensure that higher order thinking questions are included in lesson planning.

Person Responsible

Laurie Mearsheimer

Schedule

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

Evidence of Completion

Lesson plans Classroom observations

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

Teams will meet with academic coaches to collaboratively plan lessons that include higher order thinking questions.

Person Responsible

Laurie Mearsheimer

Schedule

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

Evidence of Completion

Lesson plans

G2. If teachers recognize student differences by differentiating instruction through content, process, product and/or learning environment, then student achievement will increase. 1

 G042467

G2.B1 Teachers do not consistently analyze student data to determine the need for differentiated instruction. 2

 B103627

G2.B1.S1 Teachers will consistently analyze student data to determine the need for differentiated instruction. 4

 S114756

Strategy Rationale

Analysis of student data will indicate specific needs for differentiated instruction.

Action Step 1 5

Academic coaches will support teachers in analyzing student data during PLCs to determine the need for differentiated instruction and provide support for inclusion of differentiated instruction in lesson planning.

Person Responsible

Laurie Mearsheimer

Schedule

Biweekly, from 8/25/2014 to 5/28/2015

Evidence of Completion

Progress monitoring spreadsheets PLC meeting notes

Action Step 2 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Leadership team will attend bi-weekly PLCs to ensure that data is analyzed and effectively used to plan for instruction.

Person Responsible

Laurie Mearsheimer

Schedule

Biweekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

PLC meeting notes Progresss monitoring spreadsheets

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Leadership team will attend PLCs to ensure that teachers are making instructional adjustments based on data.

Person Responsible

Laurie Mearsheimer

Schedule

Biweekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

PLC meeting notes Lesson plans CTEM observations

G2.B2 Teachers do not consistently reflect on their instructional practices of differentiation through content, process, product or learning environment. **2**

 B103628

G2.B2.S1 Teachers will reflect on their instructional practices of differentiation through content, process, product or learning environment. **4**

 S114757

Strategy Rationale

Reflection of instructional practices for differentiation will result in increased/improved use of differentiation through content, process, product or learning environment.

Action Step 1 **5**

Through common planning, teachers will analyze lesson plans for appropriate differentiation strategies.

Person Responsible

Laurie Mearsheimer

Schedule

Weekly, from 8/18/2014 to 5/28/2015

Evidence of Completion

Lesson plans, Academic Coaches' iSupport logs

Action Step 2 **5**

Teachers will receive focused feedback on CTEM observations to assist them in reflection on their instructional practices of differentiation.

Person Responsible

Laurie Mearsheimer

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

CTEM observations - focused feedback, post observation conferences

Action Step 3 5

Teachers will participate in instructional rounds to improve their instructional practices of differentiation.

Person Responsible

Laurie Mearsheimer

Schedule

Semiannually, from 10/20/2014 to 5/15/2015

Evidence of Completion

Instructional rounds reflection notes

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Leadership team will attend collaborative planning, have conferences with teachers, and facilitate instructional rounds.

Person Responsible

Laurie Mearsheimer

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Collaborative planning notes Conference summaries Instructional rounds reflections

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Leadership team will support teachers in reflecting on their instructional practices through common planning, PLCs, conferences and instructional rounds.

Person Responsible

Laurie Mearsheimer

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Common planning notes PLC notes Instructional rounds reflections Deliberate Practice plans

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	Professional development for teachers will ensure their understanding of the depth and shifts in Marzano's seven essential focus elements for classroom instruction.	Mearsheimer, Laurie	9/25/2014	professional development agendas/sign in sheets, lesson plans, CTEM observations and reports	6/3/2015 monthly
G2.B1.S1.A1	Academic coaches will support teachers in analyzing student data during PLCs to determine the need for differentiated instruction and provide support for inclusion of differentiated instruction in lesson planning.	Mearsheimer, Laurie	8/25/2014	Progress monitoring spreadsheets PLC meeting notes	5/28/2015 biweekly
G2.B2.S1.A1	Through common planning, teachers will analyze lesson plans for appropriate differentiation strategies.	Mearsheimer, Laurie	8/18/2014	Lesson plans, Academic Coaches' iSupport logs	5/28/2015 weekly
G1.B2.S1.A1	Through collaborative planning, academic coaches will provide embedded professional development to assist teachers in developing higher order thinking questions that align with the Florida Standards and will ensure that these questions are included in teachers' lesson plans.	Mearsheimer, Laurie	8/18/2014	Lesson plans, observation of collaborative planning sessions	6/3/2015 weekly
G1.B1.S2.A1	Teachers will write a curriculum for an after school, project based learning experience that will support student achievement.	Mearsheimer, Laurie	10/6/2014	Completed curriculum for the after school program.	10/31/2014 weekly
G1.B1.S1.A2	Collaborative planning sessions will facilitate the development of lesson plans that include learning tasks designed to engage students in application of knowledge, inferential thinking, and provision of supportive evidence for their conclusions and claims.	Mearsheimer, Laurie	8/18/2014	Observation of collaborative planning sessions, academic coaches' iSupport logs, lesson plans	6/3/2015 weekly
G2.B2.S1.A2	Teachers will receive focused feedback on CTEM observations to assist them in reflection on their instructional practices of differentiation.	Mearsheimer, Laurie	8/25/2014	CTEM observations - focused feedback, post observation conferences	5/29/2015 weekly
G1.B1.S2.A2	Students in grades 3-5 will participate in an after school program, designed to provide hands-on, project based experiences to support mastery of the Florida Standards.	Mearsheimer, Laurie	10/27/2014	Student achievement data	5/22/2015 weekly
G2.B1.S1.A2	[no content entered]			once	
G1.B1.S1.A3	Administrators will monitor lesson plans and classroom instruction for inclusion of Marzano's seven essential elements and engagement strategies that support cognitively complex tasks and alignment with Florida Standards.	Mearsheimer, Laurie	8/18/2014	Lesson plans, CTEM observations and reports, assessment data, student artifacts	6/3/2015 weekly
G2.B2.S1.A3	Teachers will participate in instructional rounds to improve their instructional practices of differentiation.	Mearsheimer, Laurie	10/20/2014	Instructional rounds reflection notes	5/15/2015 semiannually
G1.B1.S1.A4	Teachers will include the use of instructional technology in their lessons.	Mearsheimer, Laurie	8/18/2014	Lesson plans; classroom observations/ CTEM	6/3/2015 daily
G1.MA1	Ongoing progress monitoring will occur during biweekly PLC meetings.	Mearsheimer, Laurie	8/18/2014	Student assessment data	6/3/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Administration will attend collaborative planning sessions, conduct classroom observations, and review lesson plans	Mearsheimer, Laurie	8/18/2014	Lesson plans CTEM look-for reports	6/3/2015 weekly
G1.B1.S1.MA1	Administration will monitor lesson plans to ensure inclusion of Marzano's seven focus elements for classroom instruction. CTEM observations will ensure that they are being utilized effectively in instruction.	Mearsheimer, Laurie	8/18/2014	CTEM "look for" reports Lesson plans	6/3/2015 weekly
G1.B2.S1.MA1	Teams will meet with academic coaches to collaboratively plan lessons that include higher order thinking questions.	Mearsheimer, Laurie	8/18/2014	Lesson plans	6/3/2015 weekly
G1.B2.S1.MA1	Leadership team will participate in common planning sessions to ensure that higher order thinking questions are included in lesson planning.	Mearsheimer, Laurie	8/18/2014	Lesson plans Classroom observations	6/3/2015 weekly
G2.MA1	Quarterly benchmark assessment data and PBS data will be analyzed.	Mearsheimer, Laurie	8/25/2014	CTEM "look for" reports PBS Reports Student academic data	5/29/2015 biweekly
G2.B1.S1.MA1	Leadership team will attend PLCs to ensure that teachers are making instructional adjustments based on data.	Mearsheimer, Laurie	8/25/2014	PLC meeting notes Lesson plans CTEM observations	5/29/2015 biweekly
G2.B1.S1.MA1	Leadership team will attend bi-weekly PLCs to ensure that data is analyzed and effectively used to plan for instruction.	Mearsheimer, Laurie	8/25/2014	PLC meeting notes Progress monitoring spreadsheets	5/29/2015 biweekly
G2.B2.S1.MA1	Leadership team will support teachers in reflecting on their instructional practices through common planning, PLCs, conferences and instructional rounds.	Mearsheimer, Laurie	8/25/2014	Common planning notes PLC notes Instructional rounds reflections Deliberate Practice plans	5/29/2015 weekly
G2.B2.S1.MA1	Leadership team will attend collaborative planning, have conferences with teachers, and facilitate instructional rounds.	Mearsheimer, Laurie	8/25/2014	Collaborative planning notes Conference summaries Instructional rounds reflections	5/29/2015 weekly

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 students actively engage in cognitively complex activities that are consistent with the demands of the Florida Standards, then student achievement will increase.

G1.B1 Instruction does not consistently engage students in learning tasks aligned to the cognitively complex demands of the Florida Standards.

G1.B1.S1 Lessons will include Marzano's seven focus elements for classroom instruction (6- identifying critical content, 11- helping students elaborate on new content, 12- helping students record and represent knowledge, 17- helping students examine similarities and differences, 18- helping students examine their reasoning, 20- helping students revise knowledge, 22- engaging students in cognitively complex tasks involving hypothesis generation and testing).

PD Opportunity 1

Professional development for teachers will ensure their understanding of the depth and shifts in Marzano's seven essential focus elements for classroom instruction.

Facilitator

Administrators, CTEM Lead Teachers

Participants

Instructional Staff

Schedule

Monthly, from 9/25/2014 to 6/3/2015

PD Opportunity 2

Collaborative planning sessions will facilitate the development of lesson plans that include learning tasks designed to engage students in application of knowledge, inferential thinking, and provision of supportive evidence for their conclusions and claims.

Facilitator

Academic Coaches, Team Leaders

Participants

Instructional Staff

Schedule

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

PD Opportunity 3

Teachers will include the use of instructional technology in their lessons.

Facilitator

Instructional resource teacher

Participants

Instructional Staff

Schedule

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

G1.B2 Lessons do not consistently include well planned, higher order thinking questions aligned to the Florida Standards.

G1.B2.S1 Lesson plans will include well planned, higher order thinking questions aligned to the Florida Standards.

PD Opportunity 1

Through collaborative planning, academic coaches will provide embedded professional development to assist teachers in developing higher order thinking questions that align with the Florida Standards and will ensure that these questions are included in teachers' lesson plans.

Facilitator

Academic Coaches, Team Leaders

Participants

Instructional Staff

Schedule

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

G2. If teachers recognize student differences by differentiating instruction through content, process, product and/or learning environment, then student achievement will increase.

G2.B1 Teachers do not consistently analyze student data to determine the need for differentiated instruction.

G2.B1.S1 Teachers will consistently analyze student data to determine the need for differentiated instruction.

PD Opportunity 1

Academic coaches will support teachers in analyzing student data during PLCs to determine the need for differentiated instruction and provide support for inclusion of differentiated instruction in lesson planning.

Facilitator

Administrators, Academic Coaches, Team Leaders

Participants

Instructional Staff

Schedule

Biweekly, from 8/25/2014 to 5/28/2015

G2.B2 Teachers do not consistently reflect on their instructional practices of differentiation through content, process, product or learning environment.

G2.B2.S1 Teachers will reflect on their instructional practices of differentiation through content, process, product or learning environment.

PD Opportunity 1

Through common planning, teachers will analyze lesson plans for appropriate differentiation strategies.

Facilitator

Academic Coaches, Team Leaders

Participants

Instructional Staff

Schedule

Weekly, from 8/18/2014 to 5/28/2015

PD Opportunity 2

Teachers will receive focused feedback on CTEM observations to assist them in reflection on their instructional practices of differentiation.

Facilitator

Administrators

Participants

Instructional Staff

Schedule

Weekly, from 8/25/2014 to 5/29/2015

PD Opportunity 3

Teachers will participate in instructional rounds to improve their instructional practices of differentiation.

Facilitator

Administrators, Academic Coaches

Participants

Instructional Staff

Schedule

Semiannually, from 10/20/2014 to 5/15/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: If students actively engage in cognitively complex activities that are consistent with the demands of the Florida Standards, then student achievement will increase.	157,540
Goal 2: If teachers recognize student differences by differentiating instruction through content, process, product and/or learning environment, then student achievement will increase.	108,950
Grand Total	266,490

Goal 1: If students actively engage in cognitively complex activities that are consistent with the demands of the Florida Standards, then student achievement will increase.

Description	Source	Total
B1.S1.A2 - Instructional support materials	School Improvement Funds	1,115
B1.S1.A2 - Salary/Benefits - Reading Coach	Title I Part A	58,212
B1.S1.A2 - Salary/Benefits - Math Coach	Title I Part A	58,508
B1.S1.A4 - iPads	Title I Part A	8,892
B1.S1.A4 - Instructional technology	School Improvement Funds	5,000
B1.S2.A1 - Curriculum writing for after school program	Title I Part A	1,377
B1.S2.A2 - Salaries/benefits for after school program teachers	Title I Part A	19,580
B1.S2.A2 - Materials/supplies for after school program	Title I Part A	4,856
Total Goal 1		157,540

Goal 2: If teachers recognize student differences by differentiating instruction through content, process, product and/or learning environment, then student achievement will increase.

Description	Source	Total
B1.S1.A1 - Kagan training	Title I Part A	1,495
B1.S1.A2 - Salaries/Benefits for 1.0 resource teacher	Title I Part A	61,558
B1.S1.A2 - Salaries/Benefits for .25 resource teacher	Title I Part A	22,442
B1.S1.A2 - Salaries/Benefits for .20 resource teacher	Title I Part A	12,755
B2.S1.A1 - Leveled Literacy Intervention materials	Title I Part A	7,700
B2.S1.A1 - Reading intervention, Writing curriculum support materials	School Improvement Funds	1,000
B2.S1.A3 - TD days for instructional rounds	School Improvement Funds	2,000
Total Goal 2		108,950