

Village Oaks Elementary School



2014-15 School Improvement Plan

Village Oaks Elementary School

1601 STATE ROAD 29 S, Immokalee, FL 34142

[no web address on file]

School Demographics

| | | |
|--------------------|----------------|---------------------------------|
| School Type | Title I | Free/Reduced Price Lunch |
| Elementary | Yes | 96% |

| | | |
|-------------------------------|-----------------------|-----------------|
| Alternative/ESE Center | Charter School | Minority |
| No | No | 99% |

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

| DA Category | Region | RED |
|-------------|-------------------|------------------------------|
| Priority | 5 | Gayle Sitter |
| Former F | Turnaround Status | |
| No | | |

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To help our students attain individual excellence in cultural, social, and academic pursuits during their educational journey toward a productive, well-adjusted adulthood.

Provide the school's vision statement

A child's education is a responsibility shared by the school and family. Our mission is to build positive and collaborative relationships with families in order to support student achievement and development, while respecting the diverse and cultural needs of all stakeholders.

School Environment

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

Teachers and parents attend annual Title I curriculum nights and various other events involving parents in the education of their children: Literacy nights, breakfast events focusing on curriculum, and other fund raising events at school.

Teachers incorporate the culture of their students into their lesson plans and give students the opportunity to share their own cultural traditions and values.

The school celebrates various cultural events including educational programming and cultural food, culminating with a Cultural Celebration, incorporating the cultures of students of the school.

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

The school ensures the safety of the campus before, during, and after bus transportation by ensuring adult visibility and maintaining a secure campus.

The Positive Behavior Support (PBS) system is enforced at all times, enforcing the rules of value and respect and rewarding positive behavior.

Our Youth Relations Bureau Deputy is a predominant presence throughout the campus. He is an active member of our Leadership Team and assists with our emergency procedures and drills. He coordinates with classroom teachers to deliver meaningful lessons throughout Red Ribbon Week, Jr. Deputies, and DARE.

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

Village Oaks Elementary is a Positive Behavior School. All behavioral expectations are known and posted across the school. Students are rewarded for exhibiting desired behavior traits.

Consequences for inappropriate behavior are consistent with the district behavior plan and are applied consistently, involving parental support whenever possible. Classrooms utilize Kagan structures to ensure the highest possible student engagement and better classroom management.

Behavioral expectations are taught and retaught throughout the year. PBS celebrations occur quarterly to reward those students who exhibit positive 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

The PBS system is applied consistently across the school, before, during, after school as well as at all school functions. For students struggling with behavior, behavior interventions are put into place and monitored as a part of the MTSS process. Increasingly involved interventions are applied as needed on a student-by-student basis with parental support. Kagan strategies within classrooms ensure student engagement. PBS and Kagan together result in a school climate that is both predictable and consistent. The School Counselor is available for students who have further needs or who have social/emotional needs and offers small group and one-on-one interventions that target concerns such as bullying, bereavement, social behaviors, and challenging family circumstances.

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

Ongoing progress monitoring sessions identify students with early warning signs. Weekly MTSS meetings group problem solve for the students and provide interventions as well as monitor the effectiveness. Student data from Quarterly Benchmark analysis as well as formative assessments housed in Data Warehouse such as running records, writing portfolio scores, Progress Monitor Plans (PMP), are data considered when making instructional decisions. Student Pass is monitored for issues with student tardiness and excessive absences, as well as identifying students who need behavior interventions.

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 | 6 | |
| Attendance below 90 percent | 11 | 8 | 6 | 3 | 3 | 4 | 4 | 39 |
| One or more suspensions | 0 | 1 | 0 | 0 | 2 | 11 | 6 | 20 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 39 | 23 | 35 | 29 | 126 |

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

| Indicator | Grade Level | | | Total |
|--|-------------|---|----|-------|
| | 3 | 4 | 5 | |
| Students exhibiting two or more indicators | 1 | 2 | 10 | 13 |

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

Identified students are provided with tiered interventions based on individual needs, covering skills gaps identified by formative assessments. Interventions are delivered by a team of resource teachers who service each grade level during a 50-minute intervention block daily.

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/208329>.

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

Village Oaks Elementary school actively seeks business partners. Principal for a Day involves a community business leader in the direct operations of the school. Other business partners help the school to fund raise for PBS, donate school supplies, and support teachers. Undercover Angels donated uniforms for students.

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 |
|-----------------|---------------------|
| Torres, Angie | Principal |
| Sandlin, Katie | Assistant Principal |
| Cruz, Erik | Instructional Coach |
| Bowlin, Tracey | Instructional Coach |
| Brown, Emily | Other |
| Bialecki, Julia | Guidance Counselor |
| ParKer, Candace | Other |

Duties

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

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based MTSS Leadership Team is implementing a data-based problem-solving process, ensures the implementation of intervention support and documentation, ensures adequate professional development to support RTI implementation, and communicates with parents regarding school-based MTSS. Ensures that the facility is adequately maintained for a safe learning environment, that funds and resources are equitably distributed for maximizing success of all learners, and monitors their implementation and effectiveness.

Assistant Principal: Ensures that the school-based team is implementing MTSS, ensures that the school-based MTSS Leadership Team is implementing a data-based problem-solving process, ensures the implementation of intervention support and documentation, ensures adequate professional development to support RTI implementation, and communicates with parents regarding school-based MTSS.

Select General Education Teachers of primary and intermediate grades: Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/ instruction with Tier 2/3 activities.

Intervention Support Specialist (InSS): Identifies systematic patterns of student needs while working with personnel to identify appropriate, evidence-based intervention strategies; assists in providing early services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Reading Coach: Develops, leads, and models/coaches effective instruction, as well as evaluates school core reading content standards and programs; models/coaches educators to identify, analyze, existing literature on scientifically based curriculum assessment and intervention approaches.

Math/Science Coach: Develops, leads, and evaluates school math and science content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum assessment and intervention approaches.

School Guidance Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, student services personnel continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success. Facilitates school-wide Positive Behavior Support efforts, and monitors their success.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Student Services Personnel: Provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school student services personnel continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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

The MTSS Leadership Team meets weekly to discuss progress monitoring of students. Functions of the MTSS Leadership Team include the review of universal screening data and links to instructional decisions, the review of progress monitoring data at the grade level and classroom level, and identification of students who are meeting/exceeding benchmarks at moderate risk or high risk for not meeting benchmarks. Based on this information, the MTSS Leadership Team will identify professional development and resources personnel who will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The MTSS Leadership Team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Ongoing Progress Monitoring is built-in to the teacher day on a 6-day rotating schedule. Leadership facilitates these sessions in which data is discussed and instructional practices are evaluated and used to drive further instructional decisions. Students are grouped by like-needs, and eligibility for Migrant, ESE, and supplemental services. Schedules are aligned so services do not overlap and all

children receive services for which they are eligible.

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.

Title II

- Title II, Part A collaborates with Collier County Public School's Human Resources in providing funds that are used to reimburse teachers striving to meet Highly Qualified
- Teacher requirements through subject area tests. This helps ensure that all teachers meet HQT requirements and provide high quality instruction.
- Title II funds will support schools with instructional coaching, lesson planning and professional learning by funding several teachers on special assignment in areas of Math and Science; these staff will integrate with the instructional staff at school sites to ensure high quality instruction differentiated to address unique student needs.
- Coordination of professional learning activities, including those funded by Title II, occurs through the following activities:

* Individual schools conduct annual staff development surveys to determine staff development needs.

A

comprehensive Staff Development Plan and collaborative planning coordinates all available district resources. * * * Staff development within a school (including the use of Title I money) is coordinated through the SIP/Title I

Plan and comprehensive needs assessment.

Title I and II in-service is coordinated through Learning Support Services departmental curriculum staff.

* The Director of Federal and State Grants, Executive Director of Federal and State Grants and ELL, the Chief Academic Officer review the professional development allocations in the Title I plans and in the Title II project.

* Reading coaches receive ongoing professional development through their bi-monthly literacy team meetings. The teacher's individual plan (IPDP) is based upon an assessment of student learning needs, and this analysis of student achievement data in reading is essential to the creation of each teacher's professional development plan.

* The district will provide ongoing professional development and support for principals on classroom walk-through strategies, including how to give feedback to teachers.

Title III

Title I and Title III administrators have met to collaborate by providing Title I schools the optimum resources necessary to bring improve academic instruction. This has allowed them to maximize productivity while also eliminating duplicity of services, use of personnel and instructional materials. There are five major areas of collaboration: 1) tutoring, 2) teacher training, 3) parental involvement activities, 4) highly qualified personnel and 5) before and after school programs to address the needs of our most needy students in order to improve student achievement and development while meeting the Annual Measurable Achievement Objectives (AMAOs). Upon reviewing and analyzing the English Language Learners' (ELLs) data, found key factors that prevented the District from achieving the Annual Measurable Achievement Objectives (AMAOs). Among those factors are included two groups: Group 1 presented the following challenges:

- 1) Lack of previous education or limited education,
- 2) Lack of literacy in heritage language
- 3) Lack of academic skills in ELLs' heritage language,
- 4) Lack of consistency in attending school in home country and/or in the United States, and
- 5) Lack of parental support in the home.

Group 2 presented the following challenges:

- 1) Uninterrupted education.
- 2) Average literacy in heritage language.
- 3) Less than average academic proficiency in heritage language.
- 4) Consistency in attending school, and
- 5) Some parental support in the home.

(See District School Improvement Plan for English Language Learners.)

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Title X- Homeless

The Collier County School District, through a No Child Left Behind grant, provides support services and resources for homeless students and their families. A homeless liaison works with school staff, Title I Migrant staff, and community agencies, and local shelters to identify eligible students, expedite school registration and bus transportation, as well as provide school supplies, shoes and uniforms. The homeless liaison aids in securing before and after school care for students when appropriate. The liaison also monitors enrollment data, attendance records, and grades for all homeless students through the district database and school contacts. Coordination services are provided by the LEA as they relate to the McKinney-Vento Homeless Assistance Act.

The support staff from the Title I Part A, Title I Part C, Title I Part D, and Title X programs regularly meets to coordinate services as well as participate in staff development. Homeless students and their parents are served by LEA, Title I Basic, Title I Migrant personnel and shelters to address issues concerning the registration and educational services at Title I schools. Title I and district funding provides for after school tutorials for homeless students in non-title I schools.

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Nutrition Programs

Nutrition Programs: The District is offering breakfast at no charge to all students through the USDA Provision 2 breakfast program. All reduced students are receiving lunch at no charge. The NSLP Fresh Fruit and Vegetable program is being offered in twelve elementary schools. We are continuing

to institute the OrganWise program through the University of Florida in qualifying elementary schools..

Housing Programs

Housing Programs - NA

The Collier County School District, through a No Child Left Behind grant, provides support services and resources for homeless students and their families. A homeless liaison works with school staff, Title I Migrant staff, and community agencies, and local shelters to identify eligible students, expedite school registration and bus transportation, as well as provide school supplies, shoes and uniforms. The homeless liaison aids in securing before and after school care for students when appropriate. The liaison also monitors enrollment data, attendance records, and grades for all homeless students through the district database and school contacts. Coordination services are provided by the LEA as they relate to the McKinney-Vento Homeless Assistance Act.

The support staff from the Title I Part A, Title I Part C, Title I Part D, and Title X programs regularly meets to coordinate services as well as participate in staff development. Homeless students and their parents are served by LEA, Title I Basic, Title I Migrant personnel and shelters to address issues concerning the registration and educational services at Title I schools. Title I and district funding provides for after school tutorials for homeless students in non-title I schools.

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Head Start

Head Start: The Head Start Program in Collier County Public Schools serves 712 four-year-olds in targeted elementary sites based on the needs of the parents and students. The Head Start Program includes students identified for ESE services, Voluntary Prekindergarten (VPK) students, and students identified as Title I and Migrant. By coordinating efforts and funding, the all-encompassing Head Start Program is able to serve approximately 300 additional eligible students than the funding from Head Start alone supports.

Head Start provides comprehensive services to eligible families and their children. These comprehensive services include education, social services, parent involvement, and health services. These services are coordinated with the requirements of the other funding sources as a seamless service for parents and our 4-year-old students. The Head Start Program is a vital part of our school community and these students are included in all academic and extra-curricular/enrichment programs as appropriate.

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Adult Education

NA.

Career and Technical Education

Career and Technical Education

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Career and Technical Education

Career Education students are offered the opportunity to earn a third party industry approved certification which is designed to demonstrate to potential employers the technical skills and abilities for the students. Students also have the opportunity to earn the Florida Ready to Work Credential which is designed to demonstrate to future employers the reading and mathematics skills of the students. The purpose of both credentials is to integrate real world skills and abilities to the instructional objectives for both career and academic courses. In addition all CE programs offer the opportunity to include both On-the-Job Training and or Executive Internships to further show the relationships between high school programs and real world skills.

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Job Training

Students are offered Job Training programs through a variety of programs. All CE programs offer On-The-Job Training programs for situations where students are paid. Non-Paid opportunities are offered

as Executive Internships. Students may also enroll for the Volunteer class which is offered in many school locations.

In addition to the Career and Technical courses available to all students, the Collier Skill Training for Employment Program (CO-STEP) is designed to meet the unique needs of students with disabilities. This program provides individualized instruction, training, and counseling services to assist students with disabilities in successfully developing marketable skills in career and technical coursework as well as on-the-job training in the community.

Other

In addition to the Career and Technical courses available to all students, the Collier Skill Training for Employment Program (CO-STEP) is designed to meet the unique needs of students with disabilities. This program provides individualized instruction, training, and counseling services to assist students with disabilities in successfully developing marketable skills in career and technical coursework as well as on-the-job training in the community. .

School Advisory Council (SAC)

Membership

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

| Name | Stakeholder Group |
|---------------------|----------------------------|
| Angie Torres | Principal |
| Lori Lagunes | Education Support Employee |
| Sabina Sanduval | Parent |
| Guadalupe Yzaguirre | Teacher |
| Falia Justima | Business/Community |
| San Juana Alfaro | Parent |
| Sherlyne Joseph | Parent |
| Marie Honore | Parent |
| Amalia Hernandez | Parent |
| Maria Sara Peren | Parent |
| Angela Diaz | Parent |
| Leticia Martinez | Parent |
| Ricardo Martinez | Parent |
| Reyna Martinez | Education Support Employee |
| Juan Sandoval | Parent |
| Juliane Thelcius | 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 Advisory Council (SAC) Members are presented with a summary of last year's school improvement plan and compare with the school's goals and mission for this year. Questions are clarified and discussion is held. Additionally, as a priority school under Differentiated Accountability,

the School Improvement Plan is a living document that is reevaluated in January through a midyear reflection.

Development of this school improvement plan

School Improvement Academic Committee Meetings composed of instructional staff members, convened with the purpose of reviewing the 2013-2014 School Improvement Plan, revising and editing Goals based on student achievement/performance data, revising and editing Barriers and Strategies where applicable, and creating Action Steps to implement the Strategies which will break through the Barriers to reach the set Goals.

The School Advisory Council (SAC) Members were presented with a draft version of the School Improvement Plan at our September 2014 SAC Meeting, complete with the input from our SIP Academic Committees. The SIP presentation to parents, teachers and community members, was followed by a Question and Answer session as concerns were clarified and revisions were considered.

An analysis of student achievement and school performance data occurred at the September SAC meeting. The SAC reviewed various aspects of the school as suggested by the priorities related to the data and gave input into the written plan for school improvement including priorities and strategies. SAC will meet monthly to discuss SAC fund expenditures. Student achievement data will be monitored and the associated strategies and priorities within the SIP. Additionally, the SAC Committee provided input on our Title I Use of Funds, Parent Involvement Policy and Compact.

Preparation of the school's annual budget and plan

The SAC is presented with and vote on the budget and plan. The SAC will discuss the projected use of funds during the October and April meetings. The SAC Committee provides input on our Title I Use of Funds, Parent Involvement Policy and Compact.

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

\$385.00 Kindergarten Scholastic Weekly Readers

\$225.00 First Grade Writer's Tea

\$1,043.46 Bare Books

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 |
|-----------------|---------------------|
| Sandlin, Katie | Assistant Principal |
| Bowlin, Tracey | Instructional Coach |
| Brown, Emily | Instructional Coach |
| Bialecki, Julia | Guidance Counselor |

Duties

Describe how the LLT promotes literacy within the school

We will continue with the following initiatives:

- *100 Book Challenge – school wide
 - *Great Books
 - *Morning News
 - *PLCs – all grade levels
 - *Writers' Conference – 4th grade
 - *Author's Tea – 1st grade
 - *Leveled Literacy Intervention for grades 1, 2, and 3
 - *Family Media Night
 - *Student-Led Parent Conferences
 - *Scholastic Reading Counts! - An independent reading program for Grades K–12 which combines reading practice and software-based reading assessment
 - *Scholastic Reading Inventory - Reading Assessment that provides immediate, actionable data on student reading levels and growth
 - *Sunshine State Young Readers Award Program
 - *Florida Reading Association Children's Book Award Program
 - *Financial support for the VOE Book Fair from the Ethan and Lily Herrera Foundation
 - *Building knowledge through content-rich nonfiction and informational texts
 - *Practice with complex text and its academic vocabulary
- Additionally, the Literacy Leadership Team supports implementation of the District's K-12 Research-Based Reading Plan.

Public and Collaborative Teaching

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

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The principal often celebrates the accomplishments of both individual teachers and the entire staff. Student achievements are also frequently celebrated through PBS activities, reading awards, and quarterly awards ceremonies.

Each grade level has common planning, and embedded Professional Learning through collaborative planning of Math, Science, Reading, and Writing are all incorporated into teachers' schedules. Additionally, grade level ongoing progress monitoring is built into the teachers' schedules on a six day rotation encouraging the team to problem solve grade level needs and evaluate instructional practices for their effectiveness.

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

CCPS policy is to hire only highly qualified teachers and paraprofessionals. Consequently, all teachers and paraprofessionals are certified and HQ in their area of assignment.

Six-day rotation of Morning Professional Learning enables teachers to be successful in school and district-wide initiatives as well as instructional best practices and classroom management. The topics are developed from school, district, state, and federal initiatives as well as staff suggestions, and data from student achievement and classroom observations.

Six day rotation of grade level Ongoing Progress Monitoring as well as weekly MTSS meetings support teachers in the areas of data analysis, instructional design, and meaningful feedback. Collaborative planning with Math and Reading Coaches embed professional learning into the teachers' work with standards and curricula.

New teachers are supported further by being paired with a more experienced and certified Mentor. Monthly meetings with Administration focus on topics of demonstrated need. Academic coaches also provide the opportunity for new teachers to join coaching cycles immediately.

Grade level participation in Ongoing Progress Monitoring gives each teacher a voice in the achievement of students of all levels across the grade level. Teachers will share and analyze data to evaluate instructional design and best practices.

The school will continue to support and hone school wide, tier 2, and tier 3 Positive Behavior Support to support teachers in the areas of discipline, management, and school safety.

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

Mentor and Mentee teachers are paired together based on years of experience, commonality of grade or content areas, and compatibility. They meet weekly to discuss school routines and procedures. They also meet biweekly in a professional learning community (PLC) to discuss evidence-based strategies for students. The mentor/mentee is given release time to observe the mentee/mentor. Time is given for feedback, coaching and planning. In addition, mentees meet monthly with Administration to discuss topics such as:

- Cum Review/Housekeeping of Office Procedures
- PBS
- Progress Monitoring
- Multi-tiered System of Support (MTSS), Exceptional Student Education (ESE) / Response to Intervention (Rtl)
- Collier Teacher Evaluation Model (CTEM)
- English Language Learners (ELL)
- End-of-the-Year Procedures

Additionally, new teachers are paired up with a CTEM Teacher Leader who will guide them through the Collier Teacher Evaluation Model.

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. Weekly collaborative planning with academic coaches and administrators, ensures adherence to the district curriculum and pacing.

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

Ongoing grade level progress monitoring provides the grade level team with an overview of student needs. Standards are prioritized and students are leveled into groups according to need. The lessons are deeply differentiated and students are able to focus on their specific areas of need in small group settings, as a team of resource teachers and tutors "swoops" into each grade level at an appointed time. Low-performing students are easily identified and interventions are provided. Students qualifying for supplemental services are discussed as well to ensure that every student receives the services for which he/she is qualified. After the target is taught, a formative assessment is given to gauge the effectiveness of the instruction. Students are then re-leveled according to their needs for remediation, more practice, and enrichment. Further lessons tailored to student need are provided,

and finally, a summative assessment is given. Students chart their individual progress toward the targets in their data binder.

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: 5,400

Extended Day Program

The goal of the extended day is to add an additional 30 minutes of literacy instruction to every student day.

Strategy Rationale

Collier County Public Schools has an additional thirty minutes of reading instruction built into each elementary school's schedule above the state average. In addition, the Low 300 schools extended day of thirty minutes daily will meet the Florida House Bill 5101.

This extra 30 minutes of literacy instruction will provide opportunities for all children to meet proficient and advanced levels of student academic achievement. The Ongoing Progress Monitoring ensures that all students, those having difficulty, those needing additional support, and those needing enrichment are provided with effective instruction to meet their needs.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Torres, Angie, torresve@collierschools.com

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

Ongoing Progress Monitoring will collect data from formative assessments and compare with the data gleaned from previous standardized tests or district assessment. Student growth toward each goal will be measured and recorded in his/her data binder. Grade level achievements will be visually documented in a common area.

Strategy: Extended School Day

Minutes added to school year: 8,640

Immokalee Readers:

To provide students in grades K-2, the support and strategies needed to increase fluency in word recognition, overall reading fluency, and comprehension with non-fiction text.

Strategy Rationale

K-2 Students need additional support in fluency in word recognition, overall reading fluency, and comprehension with non-fiction text.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Torres, Angie, torresve@collierschools.com

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

Pre and post data are collected and analyzed to determine the effectiveness of the strategy.

Strategy: Extended School Day

Minutes added to school year: 19,200

Miracle University:

To provide students in grades 3-6, the support and strategies needed to increase fluency in word recognition, overall reading fluency, and comprehension with non-fiction text.

Strategy Rationale

Students in grades 3-6 need extra support in fluency in word recognition, overall reading fluency, and comprehension with non-fiction text.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Torres, Angie, torresve@collierschools.com

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

Pre and post data are collected and analyzed to determine the effectiveness of the strategy.

Strategy: Extended School Day

Minutes added to school year: 18,000

Guadalupe After School Program:

To provide students in grades K-2, the support and strategies needed to increase fluency in word recognition, overall reading fluency, and comprehension with non-fiction text.

Strategy Rationale

K-2 students need additional support to increase fluency in word recognition, overall reading fluency, and comprehension with non-fiction text.

Strategy Purpose(s)

- Enrichment

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

Pre and post data are collected and analyzed to determine the 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

Prekindergarten Transition to Kindergarten

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

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

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

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

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

Curriculum Support:

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

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

TRANSITION FROM EARLY CHILDHOOD PROGRAMS TO ELEMENTARY SCHOOL

- Inform parents of readiness skills during Kindergarten Round-Up. (Required)
- Offer preschool programs and collaborate with kindergarten teachers regarding grade level expectations.

- Meet with local preschool programs to discuss readiness for transitioning students.
- Implement a staggered start schedule during the first week of school.
- Allow classroom visitations for transitioning students and their parents.

On May 1st, each middle school held a Rising 6th Grade Parent Orientation Night at 6:00 p.m. Parents learned about the 6th grade course selection process – what core classes were required and what related arts classes were available. There was also band/orchestra/chorus performances and a (district template)PowerPoint highlighting the many programs and activities at the respective middle schools. The following morning, May 2nd, 5th graders across the district were transported by bus from their feeder school to their projected middle school for the same presentation the parents received the night before.

College and Career Readiness

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

NA

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

NA

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

NA

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

NA

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If lesson plans and instruction include specific reading activities and strategies to build literacy skills and comprehension across all content, e.g., text-dependent questions, citing evidence, responding to the text, then the percentage of students proficient in reading will increase by 10% from 2013-2014.
- G2.** If lesson plans and instruction include specific writing activities and strategies to build literacy skills and comprehension across all content, e.g., notebooking in Science, Math, Related Arts, and Health; short and extended written responses; exit tickets; and writers' workshop, then the percentage of students proficient in writing will increase by 10% from 2013-2014.
- G3.** If teacher questions and teacher/student discourse demonstrate an appropriate level of rigor, i.e., cognitive complexity, deep understanding and knowledge, consistent with the demands of Mathematics Florida Standards, the percentage of students proficient in Math will increase by 10% from 2013-2014.

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 lesson plans and instruction include specific reading activities and strategies to build literacy skills and comprehension across all content, e.g., text-dependent questions, citing evidence, responding to the text, then the percentage of students proficient in reading will increase by 10% from 2013-2014. 1a

G042516

Targets Supported 1b

| Indicator | Annual Target |
|--|---------------|
| FSA - English Language Arts - Proficiency Rate | 65.0 |

Resources Available to Support the Goal 2

- Curriculum Maps
- Kagan Trained Teachers
- Kagan Cooperative Learning materials
- District Support
- Academic Coaches
- Title I Basic and Migrant Resources to include Academic Coaches, Tutors, and Research Based Materials

Targeted Barriers to Achieving the Goal 3

- Teachers need additional training in aligning literacy strategies to content.

Plan to Monitor Progress Toward G1. 8

Improved student achievement in reading proficiency

Person Responsible

Angie Torres

Schedule

Quarterly, from 10/27/2014 to 5/29/2015

Evidence of Completion

Student Learning Gains

G2. If lesson plans and instruction include specific writing activities and strategies to build literacy skills and comprehension across all content, e.g., notebooking in Science, Math, Related Arts, and Health; short and extended written responses; exit tickets; and writers' workshop, then the percentage of students proficient in writing will increase by 10% from 2013-2014. **1a**

 G042517

Targets Supported **1b**

| Indicator | Annual Target |
|--|---------------|
| FSA - English Language Arts - Proficiency Rate | 60.0 |

Resources Available to Support the Goal **2**

- Curriculum Maps
- Reciprocal Trained Teachers
- Teachers trained in the implementation of strategies to link background knowledge with new knowledge
- Title I Basic and Migrant Resources to include Academic Coaches, Tutors, and Research Based Materials
- Response to Writing Rubrics
- District Developed Student Friendly Rubrics

Targeted Barriers to Achieving the Goal **3**

- Teachers need additional training in aligning literacy strategies to content.

Plan to Monitor Progress Toward G2. **8**

Improved student achievement in writing proficiency

Person Responsible

Angie Torres

Schedule

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

Evidence of Completion

Student Learning Gains

G3. If teacher questions and teacher/student discourse demonstrate an appropriate level of rigor, i.e., cognitive complexity, deep understanding and knowledge, consistent with the demands of Mathematics Florida Standards, the percentage of students proficient in Math will increase by 10% from 2013-2014. 1a

G042518

Targets Supported 1b

| Indicator | Annual Target |
|--------------------------------------|---------------|
| FSA - Mathematics - Proficiency Rate | 67.0 |

Resources Available to Support the Goal 2

- Textbooks
- Title I Basic and Migrant Resources to include Academic Coaches, Tutors, and Research Based Materials

Targeted Barriers to Achieving the Goal 3

- Teachers need additional training in aligning curricular objectives and differentiation to Florida Math Standards.

Plan to Monitor Progress Toward G3. 8

Improved Student Achievement in Math

Person Responsible

Angie Torres

Schedule

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

Evidence of Completion

Learning Gains

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 lesson plans and instruction include specific reading activities and strategies to build literacy skills and comprehension across all content, e.g., text-dependent questions, citing evidence, responding to the text, then the percentage of students proficient in reading will increase by 10% from 2013-2014. **1**

 G042516

G1.B1 Teachers need additional training in aligning literacy strategies to content. **2**

 B103756

G1.B1.S1 Through Collaborative Planning, Professional Learning, Ongoing Progress Monitoring, and inclusion of Kagan Structures, teachers will learn and implement high yield strategies to build in literacy activities across all content. **4**

 S114905

Strategy Rationale

Action Step 1 **5**

Teachers will participate in Collaborative Planning facilitated by academic coaches, building administrators, and/or district support to drive the incorporation of planning rigorous lessons which included differentiated instruction, text-dependent questions, higher order questioning strategies, and the use of the Optimal Learning Model (OLM). Within Collaborative Planning, teachers will break down standards and incorporate Learning Goals and Scales.

Person Responsible

Tracey Bowlin

Schedule

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

Evidence of Completion

Collaborative Planning Minutes and Lesson Plans

Action Step 2 5

Teachers will participate in ongoing Professional Learning of overcoming achievement gaps of impoverished children, iReady, and Language Arts Florida Standards facilitated by teacher leaders, academic coaches, building administrators, and/or district support that will strengthen the implementation of building initiatives such as the extended literacy block and its targeted instruction of guided reading, intensive remediation, and enrichment opportunities.

Person Responsible

Angie Torres

Schedule

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

Evidence of Completion

Sign-in Sheets, Agendas, Teacher Survey for PL Needs

Action Step 3 5

Teachers will participate in Ongoing Progress Monitoring with the purpose of targeting and identifying specific student knowledge and skill needs in order to deliver leveled literacy interventions across grade levels during the 50 minute Panther Prime Time intervention block.

Person Responsible

Angie Torres

Schedule

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

Evidence of Completion

Student Data Cards Leveled on Data Wall, Data Warehouse

Action Step 4 5

Teachers will participate in ongoing Professional Learning, facilitated by teacher leaders, to support the use of structured Kagan group activities that are connected to instruction across all areas of content.

Person Responsible

Katie Sandlin

Schedule

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

Evidence of Completion

Sign-in Sheets and Agendas, classroom display to highlight featured structure

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

Conduct targeted observations, lesson plans, pre and post conferences

Person Responsible

Angie Torres

Schedule

Quarterly, from 10/27/2014 to 5/29/2015

Evidence of Completion

Observations, CTEM Look-For Reports, and Lesson Plans

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

Analyze CTEM scores for applicable elements, share general results during staff meetings to report on the fidelity of this strategy

Person Responsible

Katie Sandlin

Schedule

Quarterly, from 10/27/2014 to 5/29/2015

Evidence of Completion

CTEM Reports - Percent of teachers at applying or innovating for applicable elements.

G2. If lesson plans and instruction include specific writing activities and strategies to build literacy skills and comprehension across all content, e.g., notebooking in Science, Math, Related Arts, and Health; short and extended written responses; exit tickets; and writers' workshop, then the percentage of students proficient in writing will increase by 10% from 2013-2014. **1**

 G042517

G2.B1 Teachers need additional training in aligning literacy strategies to content. **2**

 B103757

G2.B1.S1 Through Collaborative Planning, Professional Learning, Ongoing Progress Monitoring, and inclusion of Kagan Structures, teachers will learn and implement high yield strategies to build in literacy activities across all content. **4**

 S114906

Strategy Rationale

Action Step 1 **5**

Teachers will participate in Collaborative Planning facilitated by academic coaches, building administrators, and/or district support to drive the incorporation of planning rigorous lessons which included differentiated instruction, text-dependent questions, higher order questioning strategies, and the use of the Optimal Learning Model (OLM). Within Collaborative Planning, teachers will break down standards and incorporate Learning Goals and Scales.

Person Responsible

Tracey Bowlin

Schedule

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

Evidence of Completion

Lesson Plans, Teacher Observations

Action Step 2 5

Teachers will participate in ongoing Professional Learning of overcoming achievement gaps of impoverished children, iReady and Language Arts Florida Standards facilitated by teacher leaders, academic coaches, building administrators, and/or district support that will strengthen the implementation of building initiatives such as the extended literacy block and its targeted instruction of guided reading, intensive remediation, and enrichment opportunities.

Person Responsible

Angie Torres

Schedule

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

Evidence of Completion

Sign-in sheets, agendas, teacher surveys for PL needs

Action Step 3 5

Teachers will participate in Ongoing Progress Monitoring with the purpose of targeting and identifying specific student knowledge and skill needs in order to deliver leveled literacy interventions across grade levels during the 50 minute Panther Prime Time intervention block.

Person Responsible

Angie Torres

Schedule

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

Evidence of Completion

Ongoing Progress Monitoring Minutes

Action Step 4 **5**

Teachers will participate in ongoing Professional Learning, facilitated by teacher leaders, to support the use of structured Kagan group activities that are connected to instruction across all areas of content.

Person Responsible

Katie Sandlin

Schedule

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

Evidence of Completion

Sign-in Sheets and Agendas, classroom display to highlight featured structure

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

Monitor lesson plans, Conduct targeted observations based on the Marzano Instructional Framework

Person Responsible

Angie Torres

Schedule

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

Evidence of Completion

Lesson Plans, CTEM Look-For Report

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

Analyze CTEM scores for applicable elements, share general results during staff meetings to report on the fidelity of this strategy

Person Responsible

Katie Sandlin

Schedule

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

Evidence of Completion

CTEM Look-Fors Report, Percentage of teachers at applying or innovating

G3. If teacher questions and teacher/student discourse demonstrate an appropriate level of rigor, i.e., cognitive complexity, deep understanding and knowledge, consistent with the demands of Mathematics Florida Standards, the percentage of students proficient in Math will increase by 10% from 2013-2014. 1

G042518

G3.B1 Teachers need additional training in aligning curricular objectives and differentiation to Florida Math Standards. 2

B103758

G3.B1.S1 Through Collaborative Planning, Professional Learning, Ongoing Progress Monitoring, and inclusion of Kagan Structures, teachers will learn and implement high yield strategies to align Florida Math Standards to the appropriate level of cognitive complexity. 4

S114907

Strategy Rationale

Action Step 1 5

Teachers will participate in Collaborative Planning facilitated by academic coaches, building administrators, and/or district support to drive planning rigorous lessons which included differentiated instruction, higher order questioning strategies, and the use of the Optimal Learning Model (OLM). Within Collaborative Planning, teachers will break down standards and incorporate Learning Goals and Scales.

Person Responsible

Erik Cruz

Schedule

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

Evidence of Completion

Professional Learning Agendas and Sign-in sheets

Action Step 2 5

Teachers will participate in ongoing Professional Learning on overcoming achievement gaps of impoverished children, strengthening the implementation of building initiatives such as Number Talks, using math note booking as a part of instruction and assessment, using FASTT Math reports to group students and differentiate instruction, utilizing components of the Investigations series such as the Differentiated Intervention Guide (D.I.G.) book's lessons.

Person Responsible

Angie Torres

Schedule

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

Evidence of Completion

Sign-in Sheets, Agendas, Teacher Survey for PL Needs

Action Step 3 5

Teachers will participate in Ongoing Progress Monitoring with the purpose of targeting and identifying specific student knowledge and skill needs in order to deliver leveled interventions across grade levels during the 50 minute Panther Prime Time intervention block.

Person Responsible

Angie Torres

Schedule

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

Evidence of Completion

Ongoing Progress Monitoring Notes

Action Step 4 5

Teachers will participate in Ongoing Progress Monitoring with the purpose of increasing student achievement through the use of: baseline assessments, quarterly assessments, daily formative assessments and Investigation Unit assessments.

Person Responsible

Katie Sandlin

Schedule

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

Evidence of Completion

Sign-in Sheets and Agendas, classroom display to highlight featured structure

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Monitor lesson plans, conduct targeted observations using the Marzano Instructional Framework

Person Responsible

Angie Torres

Schedule

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

Evidence of Completion

CTEM Look-For Report, Lesson Plan feed-back

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

CTEM Data Collection Observations

Person Responsible

Katie Sandlin

Schedule

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

Evidence of Completion

CTEM Look-For Report, percentage of teachers at "Applying" for specified targets

Appendix 1: Implementation Timeline

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

Collier - 0341 - Village Oaks Elementary School - 2014-15 SIP
Village Oaks Elementary School

| 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 participate in Collaborative Planning facilitated by academic coaches, building administrators, and/or district support to drive the incorporation of planning rigorous lessons which included differentiated instruction, text-dependent questions, higher order questioning strategies, and the use of the Optimal Learning Model (OLM). Within Collaborative Planning, teachers will break down standards and incorporate Learning Goals and Scales. | Bowlin, Tracey | 8/25/2014 | Collaborative Planning Minutes and Lesson Plans | 5/29/2015 weekly |
| G2.B1.S1.A1 | Teachers will participate in Collaborative Planning facilitated by academic coaches, building administrators, and/or district support to drive the incorporation of planning rigorous lessons which included differentiated instruction, text-dependent questions, higher order questioning strategies, and the use of the Optimal Learning Model (OLM). Within Collaborative Planning, teachers will break down standards and incorporate Learning Goals and Scales. | Bowlin, Tracey | 8/25/2014 | Lesson Plans, Teacher Observations | 5/29/2015 weekly |
| G3.B1.S1.A1 | Teachers will participate in Collaborative Planning facilitated by academic coaches, building administrators, and/or district support to drive planning rigorous lessons which included differentiated instruction, higher order questioning strategies, and the use of the Optimal Learning Model (OLM). Within Collaborative Planning, teachers will break down standards and incorporate Learning Goals and Scales. | Cruz, Erik | 8/25/2014 | Professional Learning Agendas and Sign-in sheets | 5/29/2015 weekly |
| G1.B1.S1.A2 | Teachers will participate in ongoing Professional Learning of overcoming achievement gaps of impoverished children, iReady, and Language Arts Florida Standards facilitated by teacher leaders, academic coaches, building administrators, and/or district support that will strengthen the implementation of building initiatives such as the extended literacy block and its targeted instruction of guided reading, intensive remediation, and enrichment opportunities. | Torres, Angie | 8/25/2014 | Sign-in Sheets, Agendas, Teacher Survey for PL Needs | 5/29/2015 weekly |
| G2.B1.S1.A2 | Teachers will participate in ongoing Professional Learning of overcoming achievement gaps of impoverished children, iReady and Language Arts Florida Standards facilitated by teacher leaders, academic coaches, building administrators, and/or district support that will strengthen the implementation of building initiatives such as the extended literacy block and its targeted instruction of guided reading, intensive remediation, and enrichment opportunities. | Torres, Angie | 8/25/2014 | Sign-in sheets, agendas, teacher surveys for PL needs | 5/29/2015 weekly |
| G3.B1.S1.A2 | Teachers will participate in ongoing Professional Learning on overcoming | Torres, Angie | 8/25/2014 | Sign-in Sheets, Agendas, Teacher Survey for PL Needs | 5/29/2015 weekly |

Collier - 0341 - Village Oaks Elementary School - 2014-15 SIP
Village Oaks Elementary School

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--------------|---|----------------|-------------------------------|---|---------------------|
| | achievement gaps of impoverished children, strengthening the implementation of building initiatives such as Number Talks, using math note booking as a part of instruction and assessment, using FASTT Math reports to group students and differentiate instruction, utilizing components of the Investigations series such as the Differentiated Intervention Guide (D.I.G.) book's lessons. | | | | |
| G1.B1.S1.A3 | Teachers will participate in Ongoing Progress Monitoring with the purpose of targeting and identifying specific student knowledge and skill needs in order to deliver leveled literacy interventions across grade levels during the 50 minute Panther Prime Time intervention block. | Torres, Angie | 8/25/2014 | Student Data Cards Leveled on Data Wall, Data Warehouse | 5/29/2015 weekly |
| G2.B1.S1.A3 | Teachers will participate in Ongoing Progress Monitoring with the purpose of targeting and identifying specific student knowledge and skill needs in order to deliver leveled literacy interventions across grade levels during the 50 minute Panther Prime Time intervention block. | Torres, Angie | 8/25/2014 | Ongoing Progress Monitoring Minutes | 5/29/2015 weekly |
| G3.B1.S1.A3 | Teachers will participate in Ongoing Progress Monitoring with the purpose of targeting and identifying specific student knowledge and skill needs in order to deliver leveled interventions across grade levels during the 50 minute Panther Prime Time intervention block. | Torres, Angie | 8/25/2014 | Ongoing Progress Monitoring Notes | 5/29/2015 weekly |
| G1.B1.S1.A4 | Teachers will participate in ongoing Professional Learning, facilitated by teacher leaders, to support the use of structured Kagan group activities that are connected to instruction across all areas of content. | Sandlin, Katie | 8/25/2014 | Sign-in Sheets and Agendas, classroom display to highlight featured structure | 5/29/2015 weekly |
| G2.B1.S1.A4 | Teachers will participate in ongoing Professional Learning, facilitated by teacher leaders, to support the use of structured Kagan group activities that are connected to instruction across all areas of content. | Sandlin, Katie | 8/25/2014 | Sign-in Sheets and Agendas, classroom display to highlight featured structure | 5/29/2015 quarterly |
| G3.B1.S1.A4 | Teachers will participate in Ongoing Progress Monitoring with the purpose of increasing student achievement through the use of: baseline assessments, quarterly assessments, daily formative assessments and Investigation Unit assessments. | Sandlin, Katie | 8/25/2014 | Sign-in Sheets and Agendas, classroom display to highlight featured structure | 5/29/2015 quarterly |
| G1.MA1 | Improved student achievement in reading proficiency | Torres, Angie | 10/27/2014 | Student Learning Gains | 5/29/2015 quarterly |
| G1.B1.S1.MA1 | Analyze CTEM scores for applicable elements, share general results during staff meetings to report on the fidelity of this strategy | Sandlin, Katie | 10/27/2014 | CTEM Reports - Percent of teachers at applying or innovating for applicable elements. | 5/29/2015 quarterly |
| G1.B1.S1.MA1 | Conduct targeted observations, lesson plans, pre and post conferences | Torres, Angie | 10/27/2014 | Observations, CTEM Look-For Reports, and Lesson Plans | 5/29/2015 quarterly |
| G2.MA1 | Improved student achievement in writing proficiency | Torres, Angie | 8/25/2014 | Student Learning Gains | 5/29/2015 quarterly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---------------|---|----------------|--------------------------------------|--|---------------------------|
| G2.B1.S1.MA1 | Analyze CTEM scores for applicable elements, share general results during staff meetings to report on the fidelity of this strategy | Sandlin, Katie | 8/25/2014 | CTEM Look-Fors Report, Percentage of teachers at applying or innovating | 5/29/2015 quarterly |
| G2.B1.S1.MA1 | Monitor lesson plans, Conduct targeted observations based on the Marzano Instructional Framework | Torres, Angie | 8/25/2014 | Lesson Plans, CTEM Look-For Report | 5/29/2015 weekly |
| G3.MA1 | Improved Student Achievement in Math | Torres, Angie | 8/25/2014 | Learning Gains | 5/29/2015 quarterly |
| G3.B1.S1.MA1 | CTEM Data Collection Observations | Sandlin, Katie | 8/25/2014 | CTEM Look-For Report, percentage of teachers at "Applying" for specified targets | 5/29/2015 quarterly |
| G3.B1.S1.MA1 | Monitor lesson plans, conduct targeted observations using the Marzano Instructional Framework | Torres, Angie | 8/25/2014 | CTEM Look-For Report, Lesson Plan feed-back | 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 lesson plans and instruction include specific reading activities and strategies to build literacy skills and comprehension across all content, e.g., text-dependent questions, citing evidence, responding to the text, then the percentage of students proficient in reading will increase by 10% from 2013-2014.

G1.B1 Teachers need additional training in aligning literacy strategies to content.

G1.B1.S1 Through Collaborative Planning, Professional Learning, Ongoing Progress Monitoring, and inclusion of Kagan Structures, teachers will learn and implement high yield strategies to build in literacy activities across all content.

PD Opportunity 1

Teachers will participate in Collaborative Planning facilitated by academic coaches, building administrators, and/or district support to drive the incorporation of planning rigorous lessons which included differentiated instruction, text-dependent questions, higher order questioning strategies, and the use of the Optimal Learning Model (OLM). Within Collaborative Planning, teachers will break down standards and incorporate Learning Goals and Scales.

Facilitator

Academic Coaches, Building Administrators, and District Support Staff

Participants

Instruction Staff

Schedule

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

PD Opportunity 2

Teachers will participate in ongoing Professional Learning of overcoming achievement gaps of impoverished children, iReady, and Language Arts Florida Standards facilitated by teacher leaders, academic coaches, building administrators, and/or district support that will strengthen the implementation of building initiatives such as the extended literacy block and its targeted instruction of guided reading, intensive remediation, and enrichment opportunities.

Facilitator

Teacher Leaders, Academic Coaches, Building Administrators, and District Support Staff

Participants

Instruction Staff

Schedule

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

PD Opportunity 3

Teachers will participate in Ongoing Progress Monitoring with the purpose of targeting and identifying specific student knowledge and skill needs in order to deliver leveled literacy interventions across grade levels during the 50 minute Panther Prime Time intervention block.

Facilitator

Tracey Bowlin

Participants

Instruction Staff

Schedule

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

PD Opportunity 4

Teachers will participate in ongoing Professional Learning, facilitated by teacher leaders, to support the use of structured Kagan group activities that are connected to instruction across all areas of content.

Facilitator

Teacher Leaders

Participants

Instruction Staff

Schedule

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

G2. If lesson plans and instruction include specific writing activities and strategies to build literacy skills and comprehension across all content, e.g., notebooking in Science, Math, Related Arts, and Health; short and extended written responses; exit tickets; and writers' workshop, then the percentage of students proficient in writing will increase by 10% from 2013-2014.

G2.B1 Teachers need additional training in aligning literacy strategies to content.

G2.B1.S1 Through Collaborative Planning, Professional Learning, Ongoing Progress Monitoring, and inclusion of Kagan Structures, teachers will learn and implement high yield strategies to build in literacy activities across all content.

PD Opportunity 1

Teachers will participate in Collaborative Planning facilitated by academic coaches, building administrators, and/or district support to drive the incorporation of planning rigorous lessons which included differentiated instruction, text-dependent questions, higher order questioning strategies, and the use of the Optimal Learning Model (OLM). Within Collaborative Planning, teachers will break down standards and incorporate Learning Goals and Scales.

Facilitator

Academic Coaches, Building Administrators, and District Support

Participants

Instructional Staff

Schedule

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

PD Opportunity 2

Teachers will participate in ongoing Professional Learning of overcoming achievement gaps of impoverished children, iReady and Language Arts Florida Standards facilitated by teacher leaders, academic coaches, building administrators, and/or district support that will strengthen the implementation of building initiatives such as the extended literacy block and its targeted instruction of guided reading, intensive remediation, and enrichment opportunities.

Facilitator

Teacher Leaders, Academic Coaches, Building Administrators, and District Support

Participants

Instructional staff

Schedule

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

PD Opportunity 3

Teachers will participate in Ongoing Progress Monitoring with the purpose of targeting and identifying specific student knowledge and skill needs in order to deliver leveled literacy interventions across grade levels during the 50 minute Panther Prime Time intervention block.

Facilitator

Teacher Leaders, Academic Coaches, and Building Administrators

Participants

Instructional Staff

Schedule

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

PD Opportunity 4

Teachers will participate in ongoing Professional Learning, facilitated by teacher leaders, to support the use of structured Kagan group activities that are connected to instruction across all areas of content.

Facilitator

Teacher Leaders

Participants

Instructional Staff

Schedule

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

G3. If teacher questions and teacher/student discourse demonstrate an appropriate level of rigor, i.e., cognitive complexity, deep understanding and knowledge, consistent with the demands of Mathematics Florida Standards, the percentage of students proficient in Math will increase by 10% from 2013-2014.

G3.B1 Teachers need additional training in aligning curricular objectives and differentiation to Florida Math Standards.

G3.B1.S1 Through Collaborative Planning, Professional Learning, Ongoing Progress Monitoring, and inclusion of Kagan Structures, teachers will learn and implement high yield strategies to align Florida Math Standards to the appropriate level of cognitive complexity.

PD Opportunity 1

Teachers will participate in Collaborative Planning facilitated by academic coaches, building administrators, and/or district support to drive planning rigorous lessons which included differentiated instruction, higher order questioning strategies, and the use of the Optimal Learning Model (OLM). Within Collaborative Planning, teachers will break down standards and incorporate Learning Goals and Scales.

Facilitator

Teacher Leaders, Math Pioneers, Academic Coaches, Building Administrators

Participants

Instructional Staff

Schedule

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

PD Opportunity 2

Teachers will participate in ongoing Professional Learning on overcoming achievement gaps of impoverished children, strengthening the implementation of building initiatives such as Number Talks, using math note booking as a part of instruction and assessment, using FASTT Math reports to group students and differentiate instruction, utilizing components of the Investigations series such as the Differentiated Intervention Guide (D.I.G.) book's lessons.

Facilitator

Teacher Leaders, Math Pioneers, Academic Coaches, Building Administrators

Participants

Instructional Staff

Schedule

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

PD Opportunity 3

Teachers will participate in Ongoing Progress Monitoring with the purpose of targeting and identifying specific student knowledge and skill needs in order to deliver leveled interventions across grade levels during the 50 minute Panther Prime Time intervention block.

Facilitator

Teacher Leaders, Academic Coaches, Building Administrators

Participants

Instructional Staff

Schedule

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

PD Opportunity 4

Teachers will participate in Ongoing Progress Monitoring with the purpose of increasing student achievement through the use of: baseline assessments, quarterly assessments, daily formative assessments and Investigation Unit assessments.

Facilitator

Teacher Leaders

Participants

Instructional Staff

Schedule

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

Technical Assistance Items

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

Budget Rollup

| Summary | |
|---|----------------|
| Description | Total |
| <p>Goal 1: If lesson plans and instruction include specific reading activities and strategies to build literacy skills and comprehension across all content, e.g., text-dependent questions, citing evidence, responding to the text, then the percentage of students proficient in reading will increase by 10% from 2013-2014.</p> | 289,902 |
| <p>Goal 2: If lesson plans and instruction include specific writing activities and strategies to build literacy skills and comprehension across all content, e.g., notebooking in Science, Math, Related Arts, and Health; short and extended written responses; exit tickets; and writers' workshop, then the percentage of students proficient in writing will increase by 10% from 2013-2014.</p> | 158,206 |
| <p>Goal 3: If teacher questions and teacher/student discourse demonstrate an appropriate level of rigor, i.e., cognitive complexity, deep understanding and knowledge, consistent with the demands of Mathematics Florida Standards, the percentage of students proficient in Math will increase by 10% from 2013-2014.</p> | 70,994 |
| Grand Total | 519,102 |

Goal 1: If lesson plans and instruction include specific reading activities and strategies to build literacy skills and comprehension across all content, e.g., text-dependent questions, citing evidence, responding to the text, then the percentage of students proficient in reading will increase by 10% from 2013-2014.

| Description | Source | Total |
|---|--------------------------|----------------|
| B1.S1.A1 - Academic Coach- Reading Coach (.25) | Title I Part A | 20,157 |
| B1.S1.A2 - Spanish tutors to support at-risk students. The tutor will support the classroom teachers with providing small group instruction to assist with closing the learning gap for students in reading. | Title I Part A | 10,245 |
| B1.S1.A2 - "Teaching with Poverty in Mind: Practical Strategies for Improving Achievement" book | School Improvement Funds | 503 |
| B1.S1.A3 - Reading Resource Teacher (.70) | Title I Part A | 54,964 |
| B1.S1.A3 - Reading Resource (1.00) | Title I Part A | 68,539 |
| B1.S1.A3 - Specialist for Migrant Support (4 tutors, 2 assistants, 2 resource teachers partly funded through migrant) | Title I Part C (Migrant) | 125,000 |
| B1.S1.A3 - Spanish tutors to support at-risk students. The tutor will support the classroom teachers with providing small group instruction to assist with closing the learning gap for students in reading. | Title I Part A | 10,245 |
| B1.S1.A4 - KAGAN materials for training and classroom displays | General Fund | 249 |
| Total Goal 1 | | 289,902 |

Goal 2: If lesson plans and instruction include specific writing activities and strategies to build literacy skills and comprehension across all content, e.g., notebooking in Science, Math, Related Arts, and Health; short and extended written responses; exit tickets; and writers' workshop, then the percentage of students proficient in writing will increase by 10% from 2013-2014.

| Description | Source | Total |
|---|--------------------------|----------------|
| B1.S1.A1 - Academic Coach- Reading Coach (.25) | Title I Part A | 20,157 |
| B1.S1.A2 - Writing Essentials book to guide Writers' Workshop Professional Learning | School Improvement Funds | 2,052 |
| B1.S1.A2 - "Teaching With Poverty in Mind: Practical Strategies for Raising Student Achievement" | School Improvement Funds | 503 |
| B1.S1.A3 - Specialists for Migrant Support (4 tutors, 2 assistants, and 2 resource teachers partly funded by migrant) | Title I Part C (Migrant) | 125,000 |
| B1.S1.A3 - Spanish tutors to support at-risk students. The tutor will support the classroom teachers with providing small group instruction to assist with closing the learning gap for students in writing. | Title I Part A | 10,245 |
| B1.S1.A4 - Kagan materials for training and classroom displays | School Improvement Funds | 249 |
| Total Goal 2 | | 158,206 |

Goal 3: If teacher questions and teacher/student discourse demonstrate an appropriate level of rigor, i.e., cognitive complexity, deep understanding and knowledge, consistent with the demands of Mathematics Florida Standards, the percentage of students proficient in Math will increase by 10% from 2013-2014.

| Description | Source | Total |
|---|--------------------------|---------------|
| B1.S1.A1 - Academic Coach: Math Coach (.70) | Title I Part A | 59,548 |
| B1.S1.A1 - Number Talk books provide lessons to facilitate higher order thinking about Math concepts. | School Improvement Funds | 449 |
| B1.S1.A2 - "Teaching Students with Poverty in Mind: Practical Strategies for Raising Achievement" book | School Improvement Funds | 503 |
| B1.S1.A3 - Spanish tutors to support at-risk students. The tutor will support the classroom teachers with providing small group instruction to assist with closing the learning gap for students in reading. | Title I Part A | 10,245 |
| B1.S1.A4 - Kagan materials for training and classroom displays | School Improvement Funds | 249 |
| Total Goal 3 | | 70,994 |