

Laurel Oak Elementary School



2014-15 School Improvement Plan

Laurel Oak Elementary School

7800 IMMOKALEE RD, Naples, FL 34119

[no web address on file]

School Demographics

School Type

Elementary

Title I

No

Free/Reduced Price Lunch

22%

Alternative/ESE Center

No

Charter School

No

Minority

26%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Highly motivated, well trained teachers working with involved parents and community members will utilize current research, best methods and practices, and future technology to prepare our students to perform to the best of their ability and become responsible, contributing members of society.

Provide the school's vision statement

To provide educational excellence that promotes life long learning.

School Environment

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

Diversity learning is embedded in our classrooms but especially spotlighted in our related arts. For example, diversity in music class is shown through drum techniques and ensemble playing using the WORLD MUSIC DRUMMING curriculum. This curriculum uses authentic and modified instruments from Africa, the Caribbean, and the Middle East.

We see similar connections to diversity learning in art class. Egyptian Art, cultural masks, and African American art are all studied and explored. Artists from various cultures and countries are addressed as well.

Laurel Oak Elementary staff has a people first philosophy where we are understanding of the differences of our student population. We use "people first language" when identifying students with a disability.

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

By offering a school based school age before/after school care program, we are able to provide students with a safe, supervised environment before and after school. In addition to this, we are now a completely gated/fenced in campus offering a major deterrent for unwanted guests. Even with this layer of safety, we continue to expect all classroom doors to remain locked and only an adult determines who enters. We foster and maintain an excellent relationship with our Youth Relationship Deputy and include him in our DARE (Drug Abuse Resistance Education) program which helps students lead safe and healthy lives. DARE students participate in morning car line ensuring parents and students are safe when walking onto campus. Recess takes place in three rotating "zones", allowing students to safely play under constant supervision. We practice all fire drills, code yellow and code red drills based on district mandates in order to prepare for any threats to our campus. Finally, Anti-Bullying age appropriate lessons are given by our school counselor in all classrooms. Our intermediate grades pair up with primary grades to do a bully prevention activity. A short three minute video will be presented on the morning news to help bring awareness to bullying in our school. Students at LOE sign a pledge stating "Bully-Free at LOE, I pledge not to tease, bully, and hurt others....." This proactive approach allows our staff, students and parents to communicate the true meaning of bullying and to help raise awareness of its effects on our students.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

As a PBS (Positive Behavior System) Gold Model School, we provide a positive and effective alternative to the traditional methods of discipline. The methods we practice are research-based and proven to significantly reduce the occurrence of problem behaviors in the school, resulting in a more positive school climate and increased academic performance. Positive Referrals are recognized on our morning news and rewarded with prizes.

In addition to this, our teachers are trained in Kagan Strategies where differentiated instruction and cooperative learning makes being in the classroom fun and engaging for students. We have four Master Trained teachers who in turn run training sessions with our staff on targeted structures such as celebrations, cooperative learning, and classroom management.

In the event disciplinary action does need to take place we have 7 staff members CPI (Crisis Prevention Intervention) trained.

A third piece to our school-wide behavioral system is the use of "Love and Logic". The staff has been trained in this approach as well as our parents. Training our parents is beneficial because it provides consistency between home and school discipline approaches. Both our school-wide and classroom discipline approach focuses on our philosophy of keeping students in the classroom and engaged in their learning. When at all possible, issues are quickly addressed so minimal instructional time is lost.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

We are very lucky to have a full time school counselor that schedules regular classroom lessons that cover kindness, cooperation, conflict resolution methods, tolerance, positive behaviors, goal setting strategies and how to become productive problem solvers.

We train our fifth graders to be Peer Mediators that help other students to solve their conflicts and be better citizens. Additionally, we utilize our "Buddy Bench" out at recess when students are needing someone to be their friend.

Finally, Laurel Oak Elementary ensures that the social-emotional needs of students are met by utilizing our YRB (Youth Relations Bureau) deputy to be a positive role model for several of our students who benefit from support and attention in making good choices.

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

Laurel Oak Elementary uses the warning indicators listed (attendance issues; suspensions; course failures; and level one on standardized assessments). These indicators are found using data warehouse and student pass. With this information we are able to identify those students who are in danger and begin the Response To Intervention problem solving process.

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

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

Indicator	Grade Level					Total
	1	2	3	4	5	
Attendance below 90 percent	1	3	2	1	5	12
One or more suspensions	0	1	0	0	3	4
Course failure in ELA or Math	0	0	0	0	0	
Level 1 on statewide assessment	0	0	5	15	12	32

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

Indicator	Grade Level	Total
	5	
Students exhibiting two or more indicators	1	1

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

- Letters home for attendance (met with parents to review attendance policy and make a plan)
- Response to Intervention level 3 implementation
- FCAT after-school support
- Plan to match up students with a mentor staff member

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Currently Laurel Oak Elementary has 68 (828 Volunteer Hours) active parent volunteers. For the 2014-2015 school year, Laurel Oak will continue our high level of parental involvement and support by an increase of 10% as evidenced by participation in grade level events, student led conferences, school wide events, and daily activities. This year we will be hosting a Family Literacy Event during National Literacy Week in January.

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

Partnerships with the local community are sustained through many programs. McDonald's night occurs once per month, where students and families can enjoy dinner with a portion of the proceeds going to Laurel Oak Elementary. Our local Kiwanis group recognizes 2 students per month for their Terrific Kids Program. Bravo Italian Restaurant continues to recognize our students of the week with a free lunch coupon. The importance of maintaining these relationships with local business partners is critical to our

schools success and student achievement. We continue to build new relationships with business partners by seeking out new businesses in our area and participating in community network events in our area. Currently, we are working on building a relationship with our local Moe's Southwest Grill in order to recognize top readers in every classroom.

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
Anderson, Chrissy	Assistant Principal
Andrews, Marilou	Principal
Davison, Tom	Instructional Coach
Gaillard, Amy	Guidance Counselor
Morgan, Lynn	Other

Duties

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

The roles and responsibilities of our school leadership team start in the classroom. The teachers are responsible for delivering the initial "core" instruction and also giving a second tier of support to their students. At LOE we have an open support system. Our Administration (Principal/AP) oversees and facilitates the systems of support and monitors their effectiveness. Our Instructional Support Specialist assists in developing and delivering targeted and intensive intervention plans for students, assists in progress monitoring, professional development training, and tracks individual progress to ascertain student needs for further support and evaluation. Our Reading Coach researches best practices, intervention models, provides on-going professional development both individual and group, and assists in the development and delivery of targeted intervention for reading, writing, and language arts. Finally, our School Counselor provides education and support to individual and groups of students with specific personal social and emotional issues that impact academic success. Additionally, she assists with targeted interventions focusing on social emotional concerns.

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

Our Multi-Tiered System of Supports (MTSS) is an evidence-based model of instruction that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. Within our MTSS, the resources are allocated in direct proportion to student needs. In order to ensure efficient use of our resources, LOE begins with the identification of trends and patterns using school-wide and grade-level data. Our MTSS is a continuum of integrated academic and multi-layered behavior supports reflecting the need for students to have fluid access to instruction and supports at varying intensity levels. Our program starts with the needs of the students being met within the "core" or initial classroom instruction. Next, students who need instructional intervention beyond what is

administered universally are provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity by the classroom teacher (with resource and data collection support by the leadership team).

These levels, or tiers, are used to describe the intensity of the instruction and interventions provided, not categories of students. The three tiers are outlined below.

Tier 1 is the core universal instruction and supports differentiation for all students in all settings.

Tier 2 is the targeted supplemental interventions and supports that some students receive. This is in addition to the core academic and behavior curriculum and instruction.

Tier 3 is the intensive individualized interventions and supports. If needed, students receive this in addition to the core academic and behavior curriculum and instruction.

The data collected at each tier is then used to measure the efficacy of the supports so that meaningful decisions can be made about which instruction and interventions should be maintained and layered.

This data is collected either weekly or bi-weekly and reviewed during our monthly grade level data chats with leadership.

A successful MTSS program includes three key proficiencies: creating and administering assessments, monitoring student progress on an ongoing basis, and making decisions about student placement based on the data collected. This happens at least monthly but may occur as needed.

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, LOE will carefully examine the educational and social needs of all students in the school, as well as the programs and/or funding currently in place to support those needs.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Marilou Andrews	Principal
Madeleine Arias	Education Support Employee
Tara Crowley	Teacher
John Morey	Teacher
Bruce Wisser	Teacher
Lynn Morgan	Education Support Employee
Vicki Smith	Education Support Employee
Tony Arias	Business/Community
Valerie Anderson	Parent
Michael Bendel	Parent
Joseph Chambers	Parent
Brian Clervoix	Parent
Mollee Cole	Parent
Nancy Crowe	Parent
Amber Hermanson	Parent
Steve Jarman	Parent
Beth Kovach	Parent
Larry Miller	Parent
Marcus Moody	Parent
Angel Rafaloff	Parent
Lori Schena	Parent
Daniel Stewart	Parent
Severine Stewart	Parent
Bobbi Sutton	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

Once the School Improvement Plan was approved at the October 2013 School Advisory Council (SAC), it was reviewed and evaluated quarterly with both the staff and the SAC. School data is shared at every SAC meeting so the committee is always current on student achievement at the school.

Development of this school improvement plan

The development of our School Improvement Plan always starts with our staff. During the pre-service week, the staff comes together to review last year's plans and then brainstorms new goals or continuation of past goals to best meet the needs of our students and staff. Our SAC (School Advisory Council) assists in the development, implementation, monitoring, and evaluation of the School Improvement Plan as well. The draft will be shared at the October 21, 2014 SAC meeting for their input and approval. On October 27th, 2014 our staff will meet for input and approval of the School Improvement Plan. This plan will be brought to the district school board on November 11th,

2014 for approval. As the school principal, all testing data is shared with the staff and the SAC as well as district initiatives that focus on student achievement and learning growth which will directly support the implementation of the SIP (School Improvement Plan).

Preparation of the school's annual budget and plan

The budget is established by money that is sent to us per FTE. At the end of the last school year, each school received a small amount of money that rolled over into this school year. Additional funds were allocated by the state based on increased enrollment and additional state funds. Budget requests are submitted to the SAC and reviewed for their relevance in how they impact the needs our school

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

We did not have SAC funds last school year but do have funds for this school year. This money will be used on professional development of staff, materials for students, and enhancement to the learning environment of the school.

All expenditure requests are reviewed by the SAC and then approval is determined by a majority vote of the committee.

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
Andrews, Marilou	Principal
Anderson, Chrissy	Assistant Principal
Davison, Tom	Instructional Coach
Morgan, Lynn	Other
Gaillard, Amy	Guidance Counselor
Morey, Mary	Teacher, K-12
Raleigh, Katie	Teacher, K-12
Dobberstein, Joan	Teacher, K-12
Hritz, Toni	Teacher, K-12
Meyer, Kathy	Teacher, K-12
Austin, Nancy	Teacher, K-12
Baumgartner, Jack	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Our major initiatives will mirror the school-wide direction of the district by assisting teachers to prepare student work that demonstrates a high level of rigor (cognitive complexity, deep understanding /knowledge (DOK), and consistent with the new demands of the new Florida standards); by helping teachers to recognize student differences and purposely/collaboratively plan for differentiated instruction across the curriculum; and train teachers to understand that literacy skills are the basis for comprehending across all content areas. The Literacy Leadership Team supports the implementation of the District K-12 reading plan.

Public and Collaborative Teaching

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

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

Describing how such a positive culture has been fostered at the school can be difficult because it is not just one strategy or one person. Collaboratively, our staff works together to encourage and support one another. We have staff awards announced (utilizing our business partners and parents). In PBS, we not only recognize the positive behaviors of our students but reward the staff with free lunch and gift cards when certain levels of achievement have been accomplished. We recognize the importance of food, making sure to have staff treats every Monday morning and breakfasts every month on Early Dismissal days. We thank teachers with notes and special health snacks when they do staff training, take extra effort with a student or "involved" parent, and just randomly when they least expect the recognition. The relationships include our cafeteria, bus drivers and custodians because we understand that EVERYONE plays an important and critical part in the success of the school. When staff does have a concern, it is understood and listened to even when situations may not be able to be changed.
Happy staffhappy life!

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

Laurel Oak's long history of being a high performing school with motivated students, dedicated staff, and highly involved parents speaks volumes in recruiting highly qualified staff and once they are hired, they do not want to leave. This ensures that we maintain high teacher retention. We utilize our Pioneer and Point of Contact teachers who regularly attend district meetings in Math, Science, and Social Studies to assist and support our classroom teachers in collaborative planning and purposeful instruction. This helps maintain high staff morale because teachers feel prepared in the classroom. Leadership does its best to shelter the staff from some of the pressures of the profession by protecting their planning time, not having any arrival or dismissal duties assigned to classroom teachers, and by celebrating little and big successes. Professional opinions are welcomed and listened to, even if things can not necessarily be changed. Another strategy that plays a huge part in staff retention is having visible administrators. When leadership is in classrooms, out at recess, and helping in the cafeteria, the staff sees them as highly involved and motivated to do whatever is needed. Everyone on the leadership team, (Principal, Assistant Principal, ELA Coach, INSS, and Guidance) shares the responsibility for retaining our highly qualified staff and continuing our high performing status.

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

LOE has one new, Category 1 teacher this school year. She was previously a faculty member before leaving for personal reasons. She is familiar with both the Collier and Laurel Oak "way". She has been paired with a mentor from her first grade team as well as being carefully placed on the coaching cycle with our ELA Coach, Tom Davison. We will plan monthly meetings with all members of her support team to cover topics of her choice as well as topics that will assist her to become a more confident teacher.

Some topics for our monthly meetings that have already been generated include: Parent communication, Classroom management, Lesson planning, and Data collection and analysis. The rationale for choosing her mentor was to give her support from a more veteran teacher and one from her own grade level team for curriculum and planning support. The concept of monthly meetings works in two ways. First, these meetings provide continued professional development. Second, these meetings establish ongoing open lines of communication that foster growth in the teacher.

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

The district curriculum coordinators create curriculum maps and pacing guides to ensure that Florida Standards are aligned with Collier County's Curriculum. Alignment with Florida State Standards are the key to improving academic performance as measured by state assessments. This alignment is done through CTEM (Collier Teacher Evaluation Model) observations, on-going progress monitoring assessments, data chats, lesson plans, and administrator CLEM (Collier Leadership Evaluation Model) goals.

The district leadership team trained members of our staff in the new Language Arts Florida Standards and Math Florida Standards in order to effectively support our staff in implementing these new standards with fidelity. Our trainers helped define clear expectations for instruction and facilitated the change in instructional strategies. The ELA coach regularly meets with each team during their ELA cooperative planning meetings and also models lessons for the teachers. These lessons are video taped as well as open for other teachers to observe and discuss. Reflection sheets are completed to ensure the additional learning transfers into their classroom instruction.

The final part of ensuring that our instructional programs and materials are aligned to the Florida Standards is that both administrators have chosen the CLEM leadership goal Domain 3 (1) the school leader ensures the school curriculum and accompanying assessments adhere to state and district standards. This will be done by monitoring weekly lesson plans, participating in collaborative planning discussions, and CTEM observations.

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

Our teachers deliver instruction that is well planned and includes timely feedback to students, This instruction includes researched based best practices (gradual release, 5 E's, Launch Explore,) that allow for differentiation that includes whole group, small group, and individualized instruction. Based on pre-tests, standardized test scores from the previous year, and weekly assessments, our teachers are able to target specific student needs and group accordingly.

Our support staff is used during the school day to push in for additional support or enrichment while starting the day off with "Just Right Reading" where students are grouped by ability and need for targeted ELA support or enrichment. Our Media Specialist regularly meets with a group of high functioning students who are challenged through the use of Junior Great Books.

Math instruction is supplemented for an identified group of students by using the tech lab to master basic math facts and application.

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: 720

By offering a school based school age after school care (SACC), we have adopted the strategy of increased learning time or extended learning opportunities as a means to move more students toward performing at or above grade level. Our SACC combines both organized play and free play with healthy snacks, homework assistance by classroom educators, and many enrichment activities that include STEM projects, drama, and computer programming. As we draw closer to standardized testing time, we will also offer prep classes in the tested areas of science, math, reading, and writing utilizing Success Maker. Our students benefit from these extended learning opportunities and parents can feel assured that the help they are receiving from the school staff is targeted and differentiated to their needs.

Strategy Rationale

Core Academic Instruction is incorporated into after school opportunities to address the needs of the whole child. We encourage socialization, free and organized play, as well as STEM activities to stimulate the brain.

The support prior to standardized testing allows for supplemental instruction to ensure that students feel confident and that they are as successful as they can be.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Anderson, Chrissy, andersch@collierschools.com

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

Utilizing pre-tests, prior standardized testing, as well as ongoing assessments, data will be collected and analyzed to determine the effectiveness of our program and learning opportunities offered. The culminating data from the standardized testing will be the true indicator of success of the program.

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 elementary schools implement a minimum of two transition activities for upcoming kindergarten students and their families each year. Our 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. A presentation is made with tips to help guide parents as they work and play with their students as well as items that are important to the child's success in kindergarten.

Before school begins in mid- August, the schools hold a "Meet the Teacher" for all students and parents to attend. The students and parents are given the opportunity to visit their classrooms, meet their teacher, tour the school, visit the cafeteria, media center, and related arts rooms. This helps the transition to the start of school.

Additionally, in the Spring, our fifth graders are given the opportunity to visit their feeder pattern

middle school to learn more about the specific expectations (dress code policy, disciplinary procedures, homework policy, lockers), course selections, and routines.

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

n/a

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

n/a

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

n/a

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

n/a

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If teachers have the understanding that literacy skills are the basis for comprehending content information, then implementing CALL (Content Area Literacy Learning) through collaborative lesson planning and ambitious instruction will improve student text based writing and comprehension of non-fiction text.
- G2.** If rigorous student work is increased through collaborative planning and ambitious instruction then student achievement will increase.

Strategic Goals Detail

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

G1. If teachers have the understanding that literacy skills are the basis for comprehending content information, then implementing CALL (Content Area Literacy Learning) through collaborative lesson planning and ambitious instruction will improve student text based writing and comprehension of non-fiction text. **1a**

Targets Supported **1b**

 G047550

Indicator	Annual Target
ELA/Reading Gains	78.0

Resources Available to Support the Goal **2**

- Professional Development Training Sessions (both district and school)
- ELA Reading Coach
- Writing Process Folders
- Discovery Education leveled reading passages
- National Geographic textbook
- Picture Perfect Lessons

Targeted Barriers to Achieving the Goal **3**

- Teachers do not have the training to align content area information with ELA strategies.

Plan to Monitor Progress Toward G1. **8**

The different ELA strategies that the teachers will use when conducting their CALL (Content Area Literacy Learning) lessons will be monitored and compared to previous instruction.

Person Responsible

Marilou Andrews

Schedule

Weekly, from 9/22/2014 to 5/25/2015

Evidence of Completion

Teacher observations and focused feedback in CTEM. Lesson plans and notes from their collaborative planning meetings.

G2. If rigorous student work is increased through collaborative planning and ambitious instruction then student achievement will increase. 1a

G044695

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	81.0
AMO Reading - All Students	84.0

Resources Available to Support the Goal 2

- Data Warehouse
- MAFFS and LAFFS PDAP Trainers
- District Adopted Core Materials
- Resource Teachers
- Academic Reading Coach

Targeted Barriers to Achieving the Goal 3

- Newly Adopted Florida State Standards/Change in instructional methods and content
- Seasoned staff with successful teaching methods
- Lack of instructional time to incorporate subject areas

Plan to Monitor Progress Toward G2. 8

Ongoing progress monitoring will indicate whether or not standards are being implemented in the classrooms.

Person Responsible

Chrissy Anderson

Schedule

Monthly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Data from data warehouse will be the evidence collected.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. If teachers have the understanding that literacy skills are the basis for comprehending content information, then implementing CALL (Content Area Literacy Learning) through collaborative lesson planning and ambitious instruction will improve student text based writing and comprehension of non-fiction text. **1**

 G047550

G1.B1 Teachers do not have the training to align content area information with ELA strategies. **2**

 B118389

G1.B1.S1 If teachers review and incorporate a variety of strategies for processing and elaborating on new information (Comprehension Took Kit; Cornell Notes, Interactive Word Walls, Academic notebooks/ journals and CTEM elements #7, #10, and #11), then student text based writing and comprehension will improve. **4**

 S130169

Strategy Rationale

By incorporating a variety of strategies for processing and elaborating on new information students will improve text based writing and comprehension of non-fiction text.

Action Step 1 **5**

Teachers will use literacy skills to help students comprehend content area texts.

Person Responsible

Tom Davison

Schedule

Daily, from 9/22/2014 to 6/3/2015

Evidence of Completion

Lesson plans and CTEM observations

Action Step 2 5

Teachers will have enough non-fiction texts available for planning and instruction.

Person Responsible

Marilou Andrews

Schedule

Semiannually, from 11/18/2014 to 6/3/2015

Evidence of Completion

Check out history of non-fiction text, and observation of use in the classroom

Action Step 3 5

Provide continued professional development support in CALL (Content Area Literacy Learning) as well as observation opportunities at the school.

Person Responsible

Chrissy Anderson

Schedule

Every 2 Months, from 10/6/2014 to 6/3/2015

Evidence of Completion

Reflection Logs, CTEM observations, and lesson plans

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

Lesson Plans and CTEM observations with focused feedback

Person Responsible

Marilou Andrews

Schedule

Every 2 Months, from 10/6/2014 to 6/3/2015

Evidence of Completion

"Look-For" Report in CTEM and CTEM observations.

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

Lesson Plans and CTEM observations

Person Responsible

Marilou Andrews

Schedule

Monthly, from 11/3/2014 to 6/3/2015

Evidence of Completion

"Look - For" Reports in CTEM and CTEM observations

G2. If rigorous student work is increased through collaborative planning and ambitious instruction then student achievement will increase. 1

 G044695

G2.B1 Newly Adopted Florida State Standards/Change in instructional methods and content 2

 B110063

G2.B1.S1 If teachers are fully aware of the newly adopted Florida Standards, then teachers would be more willing to modify the instructional methods used previously in the classroom. 4

 S121548

Strategy Rationale

Teachers need to understand the content, in order to teach the content with fidelity.

Action Step 1 5

Administration will participate in at least 75% of the collaborative deep discussion meetings.

Person Responsible

Chrissy Anderson

Schedule

Weekly, from 9/2/2014 to 6/4/2015

Evidence of Completion

PLC minutes in data warehouse and lesson plans

Action Step 2 5

Administration will provide coverage for teachers to observe their colleagues teaching the standards in their classrooms.

Person Responsible

Marilou Andrews

Schedule

Weekly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Completion of reflection logs.

Action Step 3 5

Ongoing training for teachers in the Math and Language Arts Florida Standards that include training our gifted certified teachers in new strategies and methods that parallel the new Florida Standards.

Person Responsible

Tom Davison

Schedule

Monthly, from 9/2/2014 to 6/5/2015

Evidence of Completion

MIP points, Sign in sheets, training agendas.

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

Administration will attend the professional development to ensure training classes are relevant and timely for instructional staff. Math and ELA point of contacts will be administering these training sessions throughout the year.

Person Responsible

Chrissy Anderson

Schedule

Biweekly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Ensure that discussions and lesson plans incorporate new instructional methods that reflect the new Florida Standards.

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

Classroom observations will occur by administration to ensure new standards are rigorously incorporated and modified based on the new standards.

Person Responsible

Marilou Andrews

Schedule

Weekly, from 9/5/2014 to 6/5/2015

Evidence of Completion

CTEM observations

G2.B2 Seasoned staff with successful teaching methods 2

 B110064

G2.B2.S1 Referencing the Florida Standards document and the item specifications during planning will increase teachers' understanding of the depth of the new standards. 4

 S121599

Strategy Rationale

With this understanding, teaching methods will have to be adjusted to accommodate the new standards and state assessments.

Action Step 1 5

Leadership and ELA coach will lead grade level conversations that help the teachers unpack the standards for better understanding.

Person Responsible

Tom Davison

Schedule

Biweekly, from 9/15/2014 to 6/1/2015

Evidence of Completion

Meeting notes in data warehouse

Action Step 2 5

The ELA coach will model new standard lessons (coaching cycle if necessary) and math pioneers will model new standard lessons with peers.

Person Responsible

Tom Davison

Schedule

Biweekly, from 9/15/2014 to 5/25/2015

Evidence of Completion

Teacher reflection sheets from observing the modeled lessons. Coaching cycle notes if used.

Action Step 3 5

Schedule CTEM observations that target whether or not the changes in instructional methods based on the changes in the standards have been made.

Person Responsible

Chrissy Anderson

Schedule

Biweekly, from 9/26/2014 to 5/25/2015

Evidence of Completion

Focused feedback in CTEM observations

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

Our ELA coach will be available for modeling lessons and coaching.

Person Responsible

Marilou Andrews

Schedule

Weekly, from 9/15/2014 to 5/25/2015

Evidence of Completion

The ELA coaching log

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

The effectiveness of the implementation will be evidenced by student work.

Person Responsible

Marilou Andrews

Schedule

Monthly, from 9/8/2014 to 6/1/2015

Evidence of Completion

The tracking sheets in student data binders will be the evidence collected.

G2.B3 Lack of instructional time to incorporate subject areas 2

 B110066

G2.B3.S1 Allowing teachers to be involved in being more creative in designing their instructional schedule for the day. 4

 S131360

Strategy Rationale

Increased flexibility within the instructional schedule allows for a more creative use of their time.

Action Step 1 5

Team leaders developed grade level schedules to bring back to their teams for review.

Person Responsible

Chrissy Anderson

Schedule

Semiannually, from 9/8/2014 to 1/5/2015

Evidence of Completion

Instructional schedules posted in angel.

Action Step 2 5

Teachers will group students by level and teach students to track their own learning data (data notebooks and I-Portfolio) in order to make better use of the time that they do have.

Person Responsible

Marilou Andrews

Schedule

Daily, from 9/15/2014 to 6/1/2015

Evidence of Completion

CTEM focused feedback indicating differentiated instruction is used in the classroom.

Action Step 3 5

Teachers will incorporate content learning into various areas of the curriculum in order to cover multiple standards in lessons.

Person Responsible

Marilou Andrews

Schedule

Weekly, from 9/8/2014 to 6/1/2015

Evidence of Completion

Focused feedback in CTEM observations and lesson plans.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Teachers are instructing during the times listed on their instructional schedule that was developed by their team.

Person Responsible

Marilou Andrews

Schedule

Weekly, from 9/8/2014 to 6/1/2015

Evidence of Completion

Classroom observations and CTEM focused feedback

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Teacher lesson planning will be aligned to district pacing guides to ensure all material is being covered and will be differentiated to the needs of the students (gifted, ELL, ESE)

Person Responsible

Chrissy Anderson

Schedule

Weekly, from 9/8/2014 to 6/1/2015

Evidence of Completion

"Week at a Glance" and Daily Lesson Plans posted in shared directory.

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
G2.B1.S1.A1	Administration will participate in at least 75% of the collaborative deep discussion meetings.	Anderson, Chrissy	9/2/2014	PLC minutes in data warehouse and lesson plans	6/4/2015 weekly
G2.B2.S1.A1	Leadership and ELA coach will lead grade level conversations that help the teachers unpack the standards for better understanding.	Davison, Tom	9/15/2014	Meeting notes in data warehouse	6/1/2015 biweekly
G1.B1.S1.A1	Teachers will use literacy skills to help students comprehend content area texts.	Davison, Tom	9/22/2014	Lesson plans and CTEM observations	6/3/2015 daily
G2.B3.S1.A1	Team leaders developed grade level schedules to bring back to their teams for review.	Anderson, Chrissy	9/8/2014	Instructional schedules posted in angel.	1/5/2015 semiannually
G2.B1.S1.A2	Administration will provide coverage for teachers to observe their colleagues teaching the standards in their classrooms.	Andrews, Marilou	9/29/2014	Completion of reflection logs.	6/5/2015 weekly
G1.B1.S1.A2	Teachers will have enough non-fiction texts available for planning and instruction.	Andrews, Marilou	11/18/2014	Check out history of non-fiction text, and observation of use in the classroom	6/3/2015 semiannually
G2.B2.S1.A2	The ELA coach will model new standard lessons (coaching cycle if necessary) and math pioneers will model new standard lessons with peers.	Davison, Tom	9/15/2014	Teacher reflection sheets from observing the modeled lessons. Coaching cycle notes if used.	5/25/2015 biweekly
G2.B3.S1.A2	Teachers will group students by level and teach students to track their own learning data (data notebooks and I-Portfolio) in order to make better use of the time that they do have.	Andrews, Marilou	9/15/2014	CTEM focused feedback indicating differentiated instruction is used in the classroom.	6/1/2015 daily
G2.B1.S1.A3	Ongoing training for teachers in the Math and Language Arts Florida Standards that include training our gifted certified teachers in new strategies and methods that parallel the new Florida Standards.	Davison, Tom	9/2/2014	MIP points, Sign in sheets, training agendas.	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A3	Provide continued professional development support in CALL (Content Area Literacy Learning) as well as observation opportunities at the school.	Anderson, Chrissy	10/6/2014	Reflection Logs, CTEM observations, and lesson plans	6/3/2015 every-2-months
G2.B2.S1.A3	Schedule CTEM observations that target whether or not the changes in instructional methods based on the changes in the standards have been made.	Anderson, Chrissy	9/26/2014	Focused feedback in CTEM observations	5/25/2015 biweekly
G2.B3.S1.A3	Teachers will incorporate content learning into various areas of the curriculum in order to cover multiple standards in lessons.	Andrews, Marilou	9/8/2014	Focused feedback in CTEM observations and lesson plans.	6/1/2015 weekly
G1.MA1	The different ELA strategies that the teachers will use when conducting their CALL (Content Area Literacy Learning) lessons will be monitored and compared to previous instruction.	Andrews, Marilou	9/22/2014	Teacher observations and focused feedback in CTEM. Lesson plans and notes from their collaborative planning meetings.	5/25/2015 weekly
G1.B1.S1.MA1	Lesson Plans and CTEM observations	Andrews, Marilou	11/3/2014	"Look - For" Reports in CTEM and CTEM observations	6/3/2015 monthly
G1.B1.S1.MA1	Lesson Plans and CTEM observations with focused feedback	Andrews, Marilou	10/6/2014	"Look-For" Report in CTEM and CTEM observations.	6/3/2015 every-2-months
G2.MA1	Ongoing progress monitoring will indicate whether or not standards are being implemented in the classrooms.	Anderson, Chrissy	9/2/2014	Data from data warehouse will be the evidence collected.	6/5/2015 monthly
G2.B1.S1.MA1	Classroom observations will occur by administration to ensure new standards are rigorously incorporated and modified based on the new standards.	Andrews, Marilou	9/5/2014	CTEM observations	6/5/2015 weekly
G2.B1.S1.MA1	Administration will attend the professional development to ensure training classes are relevant and timely for instructional staff. Math and ELA point of contacts will be administering these training sessions throughout the year.	Anderson, Chrissy	9/2/2014	Ensure that discussions and lesson plans incorporate new instructional methods that reflect the new Florida Standards.	6/5/2015 biweekly
G2.B2.S1.MA1	The effectiveness of the implementation will be evidenced by student work.	Andrews, Marilou	9/8/2014	The tracking sheets in student data binders will be the evidence collected.	6/1/2015 monthly
G2.B2.S1.MA1	Our ELA coach will be available for modeling lessons and coaching.	Andrews, Marilou	9/15/2014	The ELA coaching log	5/25/2015 weekly
G2.B3.S1.MA1	Teacher lesson planning will be aligned to district pacing guides to ensure all material is being covered and will be differentiated to the needs of the students (gifted, ELL, ESE)	Anderson, Chrissy	9/8/2014	"Week at a Glance" and Daily Lesson Plans posted in shared directory.	6/1/2015 weekly
G2.B3.S1.MA1	Teachers are instructing during the times listed on their instructional schedule that was developed by their team.	Andrews, Marilou	9/8/2014	Classroom observations and CTEM focused feedback	6/1/2015 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 teachers have the understanding that literacy skills are the basis for comprehending content information, then implementing CALL (Content Area Literacy Learning) through collaborative lesson planning and ambitious instruction will improve student text based writing and comprehension of non-fiction text.

G1.B1 Teachers do not have the training to align content area information with ELA strategies.

G1.B1.S1 If teachers review and incorporate a variety of strategies for processing and elaborating on new information (Comprehension Took Kit; Cornell Notes, Interactive Word Walls, Academic notebooks/ journals and CTEM elements #7, #10, and #11), then student text based writing and comprehension will improve.

PD Opportunity 1

Teachers will use literacy skills to help students comprehend content area texts.

Facilitator

Chrissy Anderson

Participants

All instructional staff

Schedule

Daily, from 9/22/2014 to 6/3/2015

PD Opportunity 2

Provide continued professional development support in CALL (Content Area Literacy Learning) as well as observation opportunities at the school.

Facilitator

District support and literacy leadership team

Participants

All instructional staff

Schedule

Every 2 Months, from 10/6/2014 to 6/3/2015

G2. If rigorous student work is increased through collaborative planning and ambitious instruction then student achievement will increase.

G2.B1 Newly Adopted Florida State Standards/Change in instructional methods and content

G2.B1.S1 If teachers are fully aware of the newly adopted Florida Standards, then teachers would be more willing to modify the instructional methods used previously in the classroom.

PD Opportunity 1

Ongoing training for teachers in the Math and Language Arts Florida Standards that include training our gifted certified teachers in new strategies and methods that parallel the new Florida Standards.

Facilitator

Annie Berger, Tom Davison, Sara Dekraker, Lory Shoemaker, Kathleen Meyer

Participants

Instructional Staff Members

Schedule

Monthly, from 9/2/2014 to 6/5/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: If teachers have the understanding that literacy skills are the basis for comprehending content information, then implementing CALL (Content Area Literacy Learning) through collaborative lesson planning and ambitious instruction will improve student text based writing and comprehension of non-fiction text.	4,000
Grand Total	4,000

Goal 1: If teachers have the understanding that literacy skills are the basis for comprehending content information, then implementing CALL (Content Area Literacy Learning) through collaborative lesson planning and ambitious instruction will improve student text based writing and comprehension of non-fiction text.

Description	Source	Total
B1.S1.A2 - Notes	School Improvement Funds	4,000
Total Goal 1		4,000