Manatee Elementary School

2014-15 School Improvement Plan

Manatee Elementary School

1880 MANATEE RD, Naples, FL 34114

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	94%

Alternative/ESE Center	Charter School	Minority
No	No	92%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

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
Prevent	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission is to work with families and students to develop respectful, responsible, and resourceful lifelong learners through quality instruction, purposeful learning, strong character development, and high expectations.

Provide the school's vision statement

To create a learning community of teachers, parents, and students that achieves success through academic excellence, physical well-being, and character education.

School Environment

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

Every teacher at Manatee Elementary School takes a personal interest in each student. Respect for one another's culture is built into every day activities and is reinforced by the entire staff. School-wide training on different cultures is provided. Teachers and staff are available for parents during our sponsored parent/student events and work to understand the diversity of our population. Some events such as; Student led Conferences, Meet your Teacher, Winterfest, McDonald's Nights, and parent trainings help to build strong relationships between school and home.

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

Our students know they are our first priority and we go to great lengths to make sure they feel both safe and secure while in our watch. We constantly monitor our students and do only what we feel and know is in their best interests. School-wide procedures and expectations are embedded in all practices and activities, including our, Club Manatee, after school program. The expectations are reviewed daily on the morning news along with our Manatee Creed. Families follow security procedures and work together to ensure the safety of all students. Our staff is positioned strategically around campus during arrival, dismissal, lunch, and breakfast to welcome students and make them feel safe. Positive reinforcement is provided through our PBS process for students meeting expected behaviors at school and on buses. Our school has a single point of entry a security fence enclosing the campus. In addition, we work hand in hand with our Collier County Sheriff's Youth Relations Deputy, to build a safety first environment for all stakeholders.

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

Manatee Elementary is a Positive Behavior Support (PBS) school. We have set schoolwide expectations and procedures, which is incorporated in all areas on campus. We hold our students to high expectations and work hard to reward students who demonstrate that they are 'Leading the Way' to success. Students can earn positive reinforcement as a whole class and as individuals. Many classroom teachers also choose to offer classroom incentives using Class Dojo, which allows student to track their behavior. Our PBS Professional Learning Community, made up of representatives from

every team, meets monthly to review data, identify training needs and problem solve. Our staff is trained yearly on how to follow the protocols for minor and major behavioral concerns, as well as, how to recognize positive behavior and reward it properly. As a school we use the Student Pass system to record and track all referrals. Our staff is also well trained in utilizing cooperative structures that keep the students focused and engaged in learning.

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 encourage conversations with our students and when we feel there is a need to provide any type of student services, we always do what we can to provide for the students' needs. There is an 'all in' philosophy at Manatee Elementary School, where students know they can get support from any one of our staff members. The School Counselor is prepared to respond to any crisis, individual counseling, group counseling, and guidance lessons. The counselor plans, implements and delivers district adopted school counseling curriculum, based upon Florida's School Counseling Framework through the coordination of school – wide programs and grade specific classroom presentations, requiring articulation and consultation with administration, teachers, teams,
families and/or students to assure all students' social-emotional needs are being met. Our school is connected with the Big Brother/Big Sister program to connect mentors for students in need. In addition, we have a counselor page with resources on our school website. We have a check in/check out system for students who are in need of a little extra support 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

The Leadership Team meets weekly to analyze the Early Warning System factors utilizing the information from Data Warehouse and Student Pass. The team makes recommendations for next steps, including parent conferences, recommendation for Positive Behavior Support referral, change of placement and/or intervention, and Teacher Mentor.
Early Warning System:
Attendance below 90%
Arriving late to school more than 5 times, or leaving school early more than 5 times
Level 1 on FCAT math, reading, or writing
Lowest 25% in Reading and Math
One or more suspensions
One or more office and/or guidance referrals

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	14	4	8	10	4	7	47
One or more suspensions	1	0	4	2	0	0	7
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	40	32	39	111

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	24	15	18	57

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

Manatee uses a variety of research based strategies to improve academic performance of at-risk students. They include, but are not limited to, creation of a Teacher-Student Mentor program, sending attendance letters and meetings with parents, positive reinforcement of good attendance, goal setting with 4th and 5th grade students, early parent-teacher conferences/Student-led conferences, utilizing the School Counselor for individuals, small groups, or parent conferences, analysis of intervention programs and formative assessments, and examining ways to motivate students and provide extra learning opportunities. These strategies are analyzed and monitored by our MTSS team.

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress
Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
Yes

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

Description

Please refer to the PIP

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

Manatee Elementary School is a family first school with long established ties to the community. Organizations and volunteers have been in place for many years. The relationship consist of support for the whole child, for
example, two local churches provide supplies such as book bags, shoes, and school supplies, another group
provides school uniforms, the local YMCA supports after school enrichment and tutoring programs, a private benefactor provides an academic after school intervention and enrichment program, the Marco Island Kiwanis, Marco Rotary Club and Elk's Lodge provide various support for our students needs. In addition, a plethora of winter residents provide an abundance of classroom volunteers.

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
Borowski, Wendy	Principal
Hanson, Renee	Assistant Principal
Schreiber, Jodi	Instructional Coach
Thomas, Kristina	Instructional Coach
Cowan, Lori	Other
Vondereau, Nikki	Guidance Counselor

Duties

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

The team is made up of teacher leaders from all support and curricular areas. The team meets regularly to discuss student progress and school and district initiatives. All members contribute to the decision making process for the whole school.

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 team meets weekly to closely analyze data from quarterly benchmark assessments, content area ongoing progress monitoring, and MTSS interventions. Once areas of need are identified, the master schedule is revisited and adjusted to ensure that all students have the right resources and personnel. Each academic coach maintains an inventory of resources available for teacher and student use. The MTSS problem solving process is used to determine how to apply resources for the highest student impact.

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

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

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

Supplemental Staffing and Services:

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

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

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

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

connection and engagement between home and school.

Supplemental Staff Development:

Title I Basic, Title I SIG 1003a and 1003g, and Title II Part A funds are coordinated to provide customized staff development that ensures students receive high quality, differentiated instruction. Title I Part A funds are used in collaboration with Title I SIG 1003g and 1003a, Title II Part A and Reading Categorical to fund Reading Coaches at all schools. Title I Part A and Title I SIG 1003g/1003a funds are used to provide additional Academic Coaches at Title I Elementary, Middle and High Schools. Supplemental coaches are provided to support lowest performing schools and those in differentiated Accountability Priority and Focus status.

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

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Wendy Borowski	Principal
Rolf Metral	Teacher
Clyde Wall	Business/Community
Carmen Fontdevila	Business/Community
Teresa DeAlava	Teacher
Blanca Tanguma	Education Support Employee
Patti Reynafarje	Teacher
Blanca Vergara	Parent
Roger Petion	Parent
Maria Trejo	Parent
Melara St Fluer	Parent
Ketty Montoban	Parent
Susan Shiveler	Business/Community

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

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

Development of this school improvement plan

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.
School improvement plan has been submitted for review, input and approval on September 16, 2014

Preparation of the school's annual budget and plan

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

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

Last year, school improvement funds were not awarded until late in the school year. Upon the receipt of the funds, the SAC committee discussed how to best utilize the monies. It was unanimously agreed upon to spend $3,920 on the student agenda's for the following year. The agendas are an important component to student and home communication, as well as helping students take ownership of their learning. It was recommended that the committee roll over the remaining funds to the next school year, at which time a better assessment of needs could be determined. The 2014-2015 SAC will discuss the projected use of funds during the October and April meetings.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)
Meets the requirements of Rule 6A-6.053(3), F.A.C.

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Borowski, Wendy	Principal
Hanson, Renee	Assistant Principal
Schreiber, Jodi	Instructional Coach
Cowan, Lori	Other
Bryan, Mary	Instructional Media
Pratt, Susan	Other

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the Literacy Leadership Team this year are to support the strengthening of core instruction by providing leadership in the use of rigorous instruction, relevant engaging lessons, and building reading stamina. Support for the initiatives will be given through:
1. Enhancement of the learning center structure to strengthen independent reading, reading strategies, and in response to a source
2. Teach vocabulary using the root words approach
3. School-wide reading challenge which promotes independent reading choice for all student K-5.
4. Support the use of close reading strategies across all academic areas
5. Integration of the I-Ready program and diagnostic assessment piece to target reading interventions

based on the student's needs.
6. Enhancement of reading interventions K-5
7. The Literacy Leadership Team supports implementation of the District's K-12 Reading Plan.

Public and Collaborative Teaching

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

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

Each year, the administration works diligently to create instructional teams that will work together and demonstrate expertise in a specific age group/content area with input from teachers as to their personal and professional preferences. Team Leaders are set in place that will help to facilitate growth as a team. Teachers are allocated a common planning time daily and provided 35 minutes of team meeting time four mornings a week. The role of each teacher is to develop instruction based on data analysis at all levels. Academic coaches and leadership team members work with teams to discuss instructional strategies, best classroom practices and problem solve areas of concern.

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

At Manatee Elementary School we build a culture of high expectations and respect. Therefore, we have very little teacher turn over. When we do have openings the Principal and Assistant Principal conduct interviews with a committee to select the highest quality candidates.
The staff has established relationships that prosper both within the building and after work hours. Each person holds himself responsible for creating the atmosphere that makes Manatee a desirable place to work.
1. Professional Learning - Regularly scheduled Professional Learning based on State and District initiatives, staff input, classroom observations and student data will enable teachers to be successful in improving student achievement. Professional learning will take place during Faculty Meetings, Early Release Days, PLCs, etc.
2. Instructional Leadership - regularly scheduled grade level PLC meetings to collaboratively plan and receive embedded professional development from academic coaches. Bi-monthly meetings with administration to support teachers in MTSS data analysis, instructional strategies development, and provide meaningful feedback.
3. New Teacher Support - Partner new teachers with a qualified mentor; coordinate meetings with specific personnel to orient and support new teachers in the areas of procedures, initiatives, and instruction.
4. Empowering Teachers - Continue to build a supportive, collaborative culture that recognizes faculty efforts, both formally and informally, and involve teachers in meaningful decision making.

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

The mentor and mentee will meet weekly for planning meetings. The mentor receives release time to observe the mentee and provide feedback. The mentee will also receive release time if needed to observe veteran teachers. In addition to the new teacher induction program provided by the District, monthly meetings will be held. Each meeting covers a separate topic (i.e. classroom management, PBS, RTI, data warehouse).
The rationale for the pairings is the Mentor has a proven record of improving student achievement, has completed clinical educator training, and has supported new teachers successfully in the past.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The district curriculum coordinators create curriculum maps and pacing guides to ensure the Florida Standards are aligned with Collier County's curriculum.
Members of the district-based leadership team will meet regularly to provide data and support districtwide

implementation of core and intervention programs. The district will provide leadership and guidance to ensure the implementation of instructional programs and MTSS plans with fidelity along with providing resources and staff development based on the needs of the schools. The members of the district leadership team include key stakeholders from various departments in the district. Members assist with the development of the MTSS district manual, Strategic Plan, and the DIAP. The District Leadership Team works in conjunction with the school-based teams to create and peer review School Improvement Plans. The team provides data on instructional targets based upon analysis of data. The team helped define clear expectations for instruction; facilitated the development of strategies to meet those goals; and aligned processes and procedures.
The Leadership team monitors the fidelity of the school's instructional programs, MTSS and SIP through collection of data based on the district's Strategic Plan and quarterly data dialogues between the Superintendent, key instructional leaders and school-based administrators. Preparatory to data dialogues, data are analyzed based on the Goals, Key Performance Indictors, and Strategies. The District Leadership team reviews, discusses, and monitors student academic and/or behavioral procedures and data while working in conjunction with schools to support identified needs. The team focuses on implementation, data collection, interventions, and supports needed by the instructional staff. Members of the district based MTSS leadership team meet regularly to provide data and support to the schools' problem-solving teams and review school wide MTSS issues. School administrators and teachers from the school-based MTSS team participate in grade level PLC's to facilitate the MTSS process at each grade level. Universal screening and progress monitoring data will be analyzed. The effectiveness of the core instruction, as well as targeted and more intensive interventions, is monitored, and the team collaborates to evaluate effectiveness, problem-solve, and make instructional decisions.
Alignment with Florida Standards is key to improving academic performance as measured by state assessments. CCPS addresses this alignment in multiple ways. First, the Collier Teacher Evaluation Model, based on Marzano's methodologies, requires that lessons feature a learning goal with scales. Learning goals are developed from the standards and typically match the wording of benchmarks. Scales are used to identify students' individual progress toward attaining the goal, i.e., the standard. During observations, a key data element is derived from the teachers' use of learning goals and scales. Ongoing progress-monitoring assessments are also designed to demonstrate students' progress toward attaining the goal or standard. Consequently, data chats are standards-driven and serve to maintain a focus on instruction, assessment and achievement built around Florida Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

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

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

Strategy: After School Program

Minutes added to school year: 14,400

Club Manatee is offered to approximately 108 third-fifth grade students scoring level 2 or 3 on FCAT/SAT 10 to allow extra support in the areas of writing, reading, math, and science. In addition, approximately 44 fourth-fifth grade students are selected and invited to attend the Club Manatee enrichment program. Students in the enrichment program will be participating in Odyssey of the Mind and leadership opportunities.

Strategy Rationale

Use effective methods and instructional strategies that are scientifically research based to:
*strengthen the core academic program;
*increase the amount of learning time;
*include strategies for serving under served populations.
*Include strategies addressing the needs of all children in the school, but particularly low-achieving children and those at risk of not meeting state standards.
*provide small group instruction based on individual needs as determined by ongoing progress monitoring
data
*provide enrichment groups opportunities for leadership
We will use ongoing progress monitoring to determine if those needs of the children have been met.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Borowski, Wendy, boroww@collierschools.com

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

FAIR
Quarterly Benchmark Assessments
Targeted Weekly Formative Assessment Data in Reading and Math
Data will be analyzed during bi-weekly Data Planning meetings with each grade-level team.
iReady

Strategy: Weekend Program

Minutes added to school year: 1,440

Camp Manatee Saturday program offered to students in grades 3-5 to allow extra support in the areas of writing, reading, math, and science.

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Borowski, Wendy, boroww@collierschools.com

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

FAIR
Quarterly Benchmark Assessments
Targeted Weekly Formative Assessment Data in Reading and Math
Data will be analyzed during bi-weekly Data Planning meetings with each grade-level team.
iReady

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

All schools implement a minimum of two transition activities for incoming kindergarten students and their families each year. The spring event includes an orientation for parents and students with registration procedures provided. At this event, parents and students meet the teachers, visit classrooms, learn about the expectations and the curriculum, and tour the school.
At the spring orientation and also upon registration, a booklet (available in multiple languages) is provided to all parents. The booklet is designed to help parents look at their child's physical, social, emotional, and cognitive development. It provides checklists and tips to help guide them as they work and play with their child. The checklists contain items important to the child's success in kindergarten and are specifically designed for four-year-olds. It also contains school enrollment information and suggestions for the first day of school.
Before school begins in mid-August, the schools hold an Open House for all students and parents to attend. The students and parents are given the opportunity to visit their classrooms, tour the school, visit the cafeteria and media center. This helps with the transition to the start of school.
The School District of Collier County is also a VPK provider, both during the school year and during the summer session. The school year program includes the Head Start/ESE Inclusion prekindergarten classes and a few full-day and half-day VPK/child care classes. These prekindergarten programs are provided in various school sites across the county. Both programs provide opportunities for students to learn the basics for success in school and also provide an easy

transition to kindergarten for the students. In addition, during the spring semester, all pre k teachers will submit to the Kindergarten site a pre k transition placement card for every student.
Preschool students with disabilities: An Individual Educational Plan (IEP) meeting will be held for each student in the Preschool Disability Program in order to develop specific goals and objectives which focus on the academic, social/emotional and independent functioning skills necessary for successful transition to Kindergarten. Screening data will be collected, aggregated, and used to plan daily academic and social/emotional instruction for all students who may need intervention beyond core instruction. Core academic and behavioral instruction will include daily explicit instruction, modeling, and guided and independent practice of all academic and/or social emotional skills. Daily social skills lessons will be reinforced throughout the school day by utilizing common language, re-teaching, and positive reinforcement of pro-social behavior.

College and Career Readiness

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

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

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

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

School Improvement Goals

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

Problem Solving Key

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

[1] = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If staff consistently utilize effective teaching strategies, targeted interventions, and active student engagement, while maintaining high expectations, then student achievement across all content areas will increase.

Strategic Goals Detail

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

G1. If staff consistently utilize effective teaching strategies, targeted interventions, and active student engagement, while maintaining high expectations, then student achievement across all content areas will increase. `1a`

Targets Supported `1b`

G042799

Indicator	Annual Target
Reading % in lowest 25% making learning gains	72.0
Reading % making learning gains	70.0
Students making math learning gains	60.0

Resources Available to Support the Goal `2`

- *Professional development opportunities *Positive school climate *District support from curriculum coordinators and curricular support materials *Strong technological supports *Title I funded instructional support staff *Kagan Professional Learning Committee *Reading and Math Coaches * ELL and Resource teachers * ELL tutors * Migrant teacher * ESE Inclusion teachers

- Positive school climate

Targeted Barriers to Achieving the Goal `3`

- Teachers need more consistent high level collaborative planning to address effective differentiated teaching strategies across all content areas.

- Teachers inconsistent use of collaborative structures that allow students to engage in authentic friendly controversy.

- Teachers inconsistent use of highly effective targeted interventions and the ability to monitor the strategies for success.

Plan to Monitor Progress Toward G1. `8`

CTEM observations, student progress toward mastery of Florida Standards, standardized tests, and Administration and Academic Coaches conducting data dialogue reviews with all grade level teams.

Person Responsible

Wendy Borowski

Schedule

Quarterly, from 9/1/2014 to 4/30/2015

Evidence of Completion

CTEM data, Standards Based Progress Report data, standardized test results and quarterly data dialogue action plan.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔍 S123456 = Quick Key

G1. If staff consistently utilize effective teaching strategies, targeted interventions, and active student engagement, while maintaining high expectations, then student achievement across all content areas will increase. 1

🔍 G042799

G1.B1 Teachers need more consistent high level collaborative planning to address effective differentiated teaching strategies across all content areas. 2

🔍 B104545

G1.B1.S1 Utilize coaches, District personnel, and support staff to understand and model planning for differentiation in correlation with best practices for standards. 4

🔍 S115721

Strategy Rationale

If teachers receive support in effective planning by coaches, District personnel and support staff then learning gains in both reading and math will increase.

Action Step 1 5

Provide grade level teams support by Coaches, Administration, and District personal during collaborative planning to build the teams capacity for sharing best practices in differentiated instruction.

Person Responsible

Wendy Borowski

Schedule

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

Evidence of Completion

Data warehouse meeting notes

Action Step 2 `5`

Require all grade level teams to participate in quarterly Data Dialogue meetings with administration to present assessment data and action plan for addressing areas of need.

Person Responsible

Wendy Borowski

Schedule

Quarterly, from 10/20/2014 to 5/29/2015

Evidence of Completion

Quarterly grade level team action plans.

Action Step 3 `5`

Person Responsible

Schedule

Evidence of Completion

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

Leadership team will monitor Data Warehouse notes and attend collaborative meetings as determined by leadership team.

Person Responsible

Jodi Schreiber

Schedule

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

Evidence of Completion

Data Warehouse common planning notes, as well as, leadership team discussions.

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

Quarterly review of classroom observation data from the Collier Teacher Evaluation Model (CTEM) specifically monitoring Domain 2, Lesson planning, and Domain 4 Collaborative planning

Person Responsible

Wendy Borowski

Schedule

Quarterly, from 9/1/2014 to 4/30/2015

Evidence of Completion

CTEM reports

G1.B1.S2 Provide professional development based on Universal Design Learning principles to understand how to effectively plan for differentiated learners. `4`

🔑 S115722

Strategy Rationale

If the teachers feel competent in planning for differentiated learners using the UDL principles then instruction will improve and learning gains in reading and math will increase.

Action Step 1 `5`

Plan on-going professional development opportunities to enhance effective planning using the Universal Design Learning (UDL) principles.

Person Responsible

Wendy Borowski

Schedule

Monthly, from 9/1/2014 to 6/3/2015

Evidence of Completion

Lesson plans incorporating differentiated instructional practices and digital library documentation/log.

Action Step 2 5

Apply UDL principles to units/lessons in collaborative planning sessions with academic coaches.

Person Responsible

Jodi Schreiber

Schedule

Biweekly, from 10/16/2014 to 5/28/2015

Evidence of Completion

This will be evidenced through lesson plans and CTEM observations

Action Step 3 5

Person Responsible

Schedule

Evidence of Completion

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

Professional Development Timeline

Person Responsible

Renee Hanson

Schedule

Monthly, from 9/1/2014 to 6/3/2015

Evidence of Completion

Sign in sheets

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

Opportunities for professional development in effective instructional strategies will be monitored through participation rates and leadership observation of PD presentations

Person Responsible

Wendy Borowski

Schedule

Monthly, from 9/1/2014 to 6/3/2015

Evidence of Completion

CTEM/iObservation reports

G1.B1.S3 All teams will create and implement team norms and focused agendas for discussion and planning to increase effectiveness of common planning time. `4`

🔑 S115723

Strategy Rationale

If common planning is more effective by using team norms and focused agendas then learning gains across all content areas will increase.

Action Step 1 `5`

Implementation of team norms and agendas during planning.

Person Responsible

Wendy Borowski

Schedule

Weekly, from 9/11/2014 to 6/3/2015

Evidence of Completion

Data Warehouse meeting notes

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

Data warehouse notes and observations of team meetings

Person Responsible

Wendy Borowski

Schedule

On 6/3/2015

Evidence of Completion

Data warehouse notes

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

CTEM Observation

Person Responsible

Wendy Borowski

Schedule

On 4/30/2015

Evidence of Completion

Lesson plans

G1.B2 Teachers inconsistent use of collaborative structures that allow students to engage in authentic friendly controversy. 2

B111467

G1.B2.S1 Embed CTEM element #30 "using friendly controversy" as a school-wide deliberate practice to build the capacity for highly effective teaching practices. 4

S123457

Strategy Rationale

If teachers utilize collaborative structures, students will engage in authentic friendly controversy which will increase student achievement in all content areas.

Action Step 1 5

Determine and implement a school-wide deliberate practice that will increase collaborative structures in the classroom.

Person Responsible

Wendy Borowski

Schedule

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

Evidence of Completion

CTEM Deliberate practice data, classroom observations and digital library documentation/ log

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

CTEM observations

Person Responsible

Renee Hanson

Schedule

Weekly, from 9/1/2014 to 4/30/2015

Evidence of Completion

CTEM observation data

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

Observe authentic student talk.

Person Responsible

Wendy Borowski

Schedule

Weekly, from 9/1/2014 to 6/3/2015

Evidence of Completion

Increase in student achievement data through common and formative assessments

G1.B2.S2 Implement Kagan team building structures to build mutual respect for all opinions to enhance authentic student talk. `4`

🔍 S123458

Strategy Rationale

If teachers implement team building structures, students will be able to engage in respectful authentic controversy, which will increase student achievement in all content areas.

Action Step 1 `5`

Provide teachers with on-going professional development in the area of Collaborative structures.

Person Responsible

Wendy Borowski

Schedule

Monthly, from 8/11/2014 to 6/3/2015

Evidence of Completion

Professional Development sign in sheets

Action Step 2 `5`

Provide opportunity for of group of instructional staff to attend further training in Kagan Structures.

Person Responsible

Wendy Borowski

Schedule

On 9/27/2014

Evidence of Completion

Attendance roster from Kagan training.

Action Step 3 `5`

Require all staff to include Element 30, Friendly Controversy, in all deliberate practice plans.

Person Responsible

Wendy Borowski

Schedule

Monthly, from 9/29/2014 to 6/3/2015

Evidence of Completion

Deliberate practice plan and CTEM results addressing element 30

Action Step 4 `5`

Person Responsible

Schedule

Evidence of Completion

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

Monitor weekly lesson plans for team building structures.

Person Responsible

Wendy Borowski

Schedule

Weekly, from 9/1/2014 to 6/3/2015

Evidence of Completion

Weekly lesson plans

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

Observation of authentic student talk in all classrooms.

Person Responsible

Wendy Borowski

Schedule

Weekly, from 9/1/2014 to 6/3/2015

Evidence of Completion

CTEM data as well as general classroom observations by coaching support staff and administrators.

G1.B2.S3 Utilize the Kagan Professional Learning Committee (PLC) to support the staff with continuous training and modeling of effective collaborative structures. 4

Strategy Rationale

🔑 S123460

If the teachers are provided on-going training on collaborative structures, authentic student talk will increase, which will increase student achievement in all content areas.

Action Step 1 5

Utilize the Kagan PLC to provide Professional Development opportunities for all staff.

Person Responsible

Wendy Borowski

Schedule

Monthly, from 8/11/2014 to 6/3/2015

Evidence of Completion

Professional development timeline

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

Use of effective collaborative structures in the classroom.

Person Responsible

Wendy Borowski

Schedule

Monthly, from 8/11/2014 to 6/3/2015

Evidence of Completion

CTEM/iObservation reports

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

Opportunities for professional development in effective instructional strategies will be monitored through participation rates and leadership observation of PD presentations

Person Responsible

Wendy Borowski

Schedule

Monthly, from 8/11/2014 to 6/3/2015

Evidence of Completion

CTEM/iObservation Reports

G1.B3 Teachers inconsistent use of highly effective targeted interventions and the ability to monitor the strategies for success. `2`

🔑 B111468

G1.B3.S1 Continually analyze data over time, from iReady, common assessments, and benchmark assessments to determine high areas of need and focus resources for targeted intervention. `4`

🔑 S123599

Strategy Rationale

If staff continually analyze data and pinpoint specific areas of need, then the implementation of effective targeted interventions will increase student achievement across all content areas.

Action Step 1 `5`

Implementation of grade level planning where teachers respond to instruction through data analysis of common assessments and interventions.

Person Responsible

Wendy Borowski

Schedule

Weekly, from 8/11/2014 to 6/3/2015

Evidence of Completion

Planning minutes in Data Warehouse and completed lesson plans.

Action Step 2 5

Provide resource materials and supplies for Math, Reading, Science, Engineering and math

Person Responsible

Wendy Borowski

Schedule

Semiannually, from 10/27/2014 to 4/30/2015

Evidence of Completion

PO log of resources purchased to help support teaching and learning

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

The leadership team will observe meetings and monitor the meeting minutes in data warehouse

Person Responsible

Renee Hanson

Schedule

On 6/3/2015

Evidence of Completion

Leadership meeting minutes

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

The leadership team will monitor the progress of grade level PMPs and tiered interventions.

Person Responsible

Lori Cowan

Schedule

Monthly, from 9/1/2014 to 6/3/2015

Evidence of Completion

Tiered Intervention Team minutes

G1.B3.S2 Provide professional learning opportunities that involve all stakeholders in the communication process through authentic discussions and progress monitoring of effective interventions. 4

🔑 S123600

Strategy Rationale

If we build the staffs capacity for authentic discussions about the effectiveness of our interventions then student achievement will increase across all content areas.

Action Step 1 5

Utilize monthly 'All in' PLC meetings to generate authentic discussion of effective interventions with all stakeholders.

Person Responsible

Kristina Thomas

Schedule

Monthly, from 8/11/2014 to 6/3/2015

Evidence of Completion

Professional development sign-in logs and training material. Teacher reflective feedback

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

Create an 'All in' PLC timeline/calendar of events planning guide.

Person Responsible

Renee Hanson

Schedule

Monthly, from 8/11/2014 to 6/3/2015

Evidence of Completion

PLC Agenda

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

The leadership team will monitor the progress of grade level PMPs and tiered interventions.

Person Responsible

Lori Cowan

Schedule

Monthly, from 9/1/2014 to 6/3/2015

Evidence of Completion

Tiered intervention team minutes

G1.B3.S3 The leadership team will collaborate with grade level teams quarterly through Data Dialogues to analyze, monitor, and reflect on the effectiveness of differentiated interventions. `4`

S123606

Strategy Rationale

If grade level teams can understand and explain a rationale for the effectiveness of an intervention they will be able to increase their capacity for the delivery of effective interventions, which will increase student achievement across all content areas.

Action Step 1 `5`

Implementation of quarterly data dialogues with grade level teams to discuss effectiveness of interventions.

Person Responsible

Wendy Borowski

Schedule

Quarterly, from 10/1/2014 to 6/3/2015

Evidence of Completion

Minutes from the quarterly data dialogues

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

Grade level teams will submit their data dialogue work page at the end of each quarterly data dialogue.

Person Responsible

Wendy Borowski

Schedule

Quarterly, from 10/1/2014 to 6/3/2015

Evidence of Completion

Data dialogue work page and minutes for the Data dialogue.

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

The leadership team will monitor the progress of grade level PMPs and tiered interventions.

Person Responsible

Lori Cowan

Schedule

Monthly, from 9/1/2014 to 6/3/2015

Evidence of Completion

Tiered intervention team minutes

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide grade level teams support by Coaches, Administration, and District personal during collaborative planning to build the teams capacity for sharing best practices in differentiated instruction.	Borowski, Wendy	9/4/2014	Data warehouse meeting notes	6/2/2015 biweekly
G1.B1.S2.A1	Plan on-going professional development opportunities to enhance effective planning using the Universal Design Learning (UDL) principles.	Borowski, Wendy	9/1/2014	Lesson plans incorporating differentiated instructional practices and digital library documentation/log.	6/3/2015 monthly
G1.B1.S3.A1	Implementation of team norms and agendas during planning.	Borowski, Wendy	9/11/2014	Data Warehouse meeting notes	6/3/2015 weekly
G1.B2.S1.A1	Determine and implement a school-wide deliberate practice that will increase collaborative structures in the classroom.	Borowski, Wendy	8/18/2014	CTEM Deliberate practice data, classroom observations and digital library documentation/log	6/3/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S3.A1	Utilize the Kagan PLC to provide Professional Development opportunities for all staff.	Borowski, Wendy	8/11/2014	Professional development timeline	6/3/2015 monthly
G1.B3.S1.A1	Implementation of grade level planning where teachers respond to instruction through data analysis of common assessments and interventions.	Borowski, Wendy	8/11/2014	Planning minutes in Data Warehouse and completed lesson plans.	6/3/2015 weekly
G1.B3.S2.A1	Utilize monthly 'All in' PLC meetings to generate authentic discussion of effective interventions with all stakeholders.	Thomas, Kristina	8/11/2014	Professional development sign-in logs and training material. Teacher reflective feedback	6/3/2015 monthly
G1.B3.S3.A1	Implementation of quarterly data dialogues with grade level teams to discuss effectiveness of interventions.	Borowski, Wendy	10/1/2014	Minutes from the quarterly data dialogues	6/3/2015 quarterly
G1.B2.S2.A1	Provide teachers with on-going professional development in the area of Collaborative structures.	Borowski, Wendy	8/11/2014	Professional Development sign in sheets	6/3/2015 monthly
G1.B2.S2.A2	Provide opportunity for of group of instructional staff to attend further training in Kagan Structures.	Borowski, Wendy	9/27/2014	Attendance roster from Kagan training.	9/27/2014 one-time
G1.B1.S1.A2	Require all grade level teams to participate in quarterly Data Dialogue meetings with administration to present assessment data and action plan for addressing areas of need.	Borowski, Wendy	10/20/2014	Quarterly grade level team action plans.	5/29/2015 quarterly
G1.B1.S2.A2	Apply UDL principles to units/lessons in collaborative planning sessions with academic coaches.	Schreiber, Jodi	10/16/2014	This will be evidenced through lesson plans and CTEM observations	5/28/2015 biweekly
G1.B3.S1.A2	Provide resource materials and supplies for Math, Reading, Science, Engineering and math	Borowski, Wendy	10/27/2014	PO log of resources purchased to help support teaching and learning	4/30/2015 semiannually
G1.B2.S2.A3	Require all staff to include Element 30, Friendly Controversy, in all deliberate practice plans.	Borowski, Wendy	9/29/2014	Deliberate practice plan and CTEM results addressing element 30	6/3/2015 monthly
G1.B1.S2.A3	[no content entered]			once	
G1.B1.S1.A3	[no content entered]			once	
G1.B2.S2.A4	[no content entered]			once	
G1.MA1	CTEM observations, student progress toward mastery of Florida Standards, standardized tests, and Administration and Academic Coaches conducting data dialogue reviews with all grade level teams.	Borowski, Wendy	9/1/2014	CTEM data, Standards Based Progress Report data, standardized test results and quarterly data dialogue action plan.	4/30/2015 quarterly
G1.B1.S1.MA1	Quarterly review of classroom observation data from the Collier Teacher Evaluation Model (CTEM) specifically monitoring Domain 2, Lesson planning, and Domain 4 Collaborative planning	Borowski, Wendy	9/1/2014	CTEM reports	4/30/2015 quarterly
G1.B1.S1.MA1	Leadership team will monitor Data Warehouse notes and attend collaborative meetings as determined by leadership team.	Schreiber, Jodi	9/4/2014	Data Warehouse common planning notes, as well as, leadership team discussions.	6/2/2015 quarterly
G1.B2.S1.MA1	Observe authentic student talk.	Borowski, Wendy	9/1/2014	Increase in student achievement data through common and formative assessments	6/3/2015 weekly
G1.B2.S1.MA1	CTEM observations	Hanson, Renee	9/1/2014	CTEM observation data	4/30/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.MA1	The leadership team will monitor the progress of grade level PMPs and tiered interventions.	Cowan, Lori	9/1/2014	Tiered Intervention Team minutes	6/3/2015 monthly
G1.B3.S1.MA1	The leadership team will observe meetings and monitor the meeting minutes in data warehouse	Hanson, Renee	9/2/2014	Leadership meeting minutes	6/3/2015 one-time
G1.B1.S2.MA1	Opportunities for professional development in effective instructional strategies will be monitored through participation rates and leadership observation of PD presentations	Borowski, Wendy	9/1/2014	CTEM/iObservation reports	6/3/2015 monthly
G1.B1.S2.MA1	Professional Development Timeline	Hanson, Renee	9/1/2014	Sign in sheets	6/3/2015 monthly
G1.B2.S2.MA1	Observation of authentic student talk in all classrooms.	Borowski, Wendy	9/1/2014	CTEM data as well as general classroom observations by coaching support staff and administrators.	6/3/2015 weekly
G1.B2.S2.MA1	Monitor weekly lesson plans for team building structures.	Borowski, Wendy	9/1/2014	Weekly lesson plans	6/3/2015 weekly
G1.B3.S2.MA1	The leadership team will monitor the progress of grade level PMPs and tiered interventions.	Cowan, Lori	9/1/2014	Tiered intervention team minutes	6/3/2015 monthly
G1.B3.S2.MA1	Create an 'All in' PLC timeline/calendar of events planning guide.	Hanson, Renee	8/11/2014	PLC Agenda	6/3/2015 monthly
G1.B1.S3.MA1	CTEM Observation	Borowski, Wendy	9/1/2014	Lesson plans	4/30/2015 one-time
G1.B1.S3.MA1	Data warehouse notes and observations of team meetings	Borowski, Wendy	9/11/2014	Data warehouse notes	6/3/2015 one-time
G1.B2.S3.MA1	Opportunities for professional development in effective instructional strategies will be monitored through participation rates and leadership observation of PD presentations	Borowski, Wendy	8/11/2014	CTEM/iObservation Reports	6/3/2015 monthly
G1.B2.S3.MA1	Use of effective collaborative structures in the classroom.	Borowski, Wendy	8/11/2014	CTEM/iObservation reports	6/3/2015 monthly
G1.B3.S3.MA1	The leadership team will monitor the progress of grade level PMPs and tiered interventions.	Cowan, Lori	9/1/2014	Tiered intervention team minutes	6/3/2015 monthly
G1.B3.S3.MA1	Grade level teams will submit their data dialogue work page at the end of each quarterly data dialogue.	Borowski, Wendy	10/1/2014	Data dialogue work page and minutes for the Data dialogue.	6/3/2015 quarterly

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 Opportuntities

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

G1. If staff consistently utilize effective teaching strategies, targeted interventions, and active student engagement, while maintaining high expectations, then student achievement across all content areas will increase.

G1.B1 Teachers need more consistent high level collaborative planning to address effective differentiated teaching strategies across all content areas.

G1.B1.S2 Provide professional development based on Universal Design Learning principles to understand how to effectively plan for differentiated learners.

PD Opportunity 1

Plan on-going professional development opportunities to enhance effective planning using the Universal Design Learning (UDL) principles.

Facilitator

Reading Coach and Math Coach

Participants

All staff

Schedule

Monthly, from 9/1/2014 to 6/3/2015

PD Opportunity 2

Apply UDL principles to units/lessons in collaborative planning sessions with academic coaches.

Facilitator

Wendy Borowski

Participants

All staff

Schedule

Biweekly, from 10/16/2014 to 5/28/2015

G1.B2 Teachers inconsistent use of collaborative structures that allow students to engage in authentic friendly controversy.

G1.B2.S2 Implement Kagan team building structures to build mutual respect for all opinions to enhance authentic student talk.

PD Opportunity 1

Provide teachers with on-going professional development in the area of Collaborative structures.

Facilitator

Patricia Sanford and the Kagan Committee

Participants

All Staff

Schedule

Monthly, from 8/11/2014 to 6/3/2015

PD Opportunity 2

Provide opportunity for of group of instructional staff to attend further training in Kagan Structures.

Facilitator

Kagan Structures

Participants

Renee Hanson, Kris Dossinger, Patricia Sanford, Susan Pratt, Roxanne Shadrick, Kristin Payne, Paula Byron, Mary Bryan, and Susan Perry

Schedule

On 9/27/2014

G1.B2.S3 Utilize the Kagan Professional Learning Committee (PLC) to support the staff with continuous training and modeling of effective collaborative structures.

PD Opportunity 1

Utilize the Kagan PLC to provide Professional Development opportunities for all staff.

Facilitator

Patricia Sanford

Participants

All staff

Schedule

Monthly, from 8/11/2014 to 6/3/2015

G1.B3 Teachers inconsistent use of highly effective targeted interventions and the ability to monitor the strategies for success.

G1.B3.S2 Provide professional learning opportunities that involve all stakeholders in the communication process through authentic discussions and progress monitoring of effective interventions.

PD Opportunity 1

Utilize monthly 'All in' PLC meetings to generate authentic discussion of effective interventions with all stakeholders.

Facilitator

Leadership Team

Participants

All staff

Schedule

Monthly, from 8/11/2014 to 6/3/2015

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 staff consistently utilize effective teaching strategies, targeted interventions, and active student engagement, while maintaining high expectations, then student achievement across all content areas will increase.	468,705
Grand Total	**468,705**

Goal 1: If staff consistently utilize effective teaching strategies, targeted interventions, and active student engagement, while maintaining high expectations, then student achievement across all content areas will increase.		
Description	**Source**	**Total**
B1.S1.A2 - Reading Resource Materials	Title I Part A	12,474
B1.S2.A1 - Notes	Title I Part A	0
B1.S2.A3 - Create Saturday Staff Development planning opportunities.	Title I Part A	5,000
B2.S2.A1 - Resources to supplement Cooperative Structures (Kagan material)	Title I Part A	5,000
B2.S2.A2 - Kagan training	Title I Part A	1,134
B2.S2.A4 - Kagan Training for all staff	Title I Part A	5,000
B3.S1.A2 - Resource Materials and supplies based on intervention needs. Supplemental materials for Reading, Math, and Science	School Improvement Funds	12,058
B3.S2.A1 - MES Reading and Math Coach	Title I Part A	137,662
B3.S2.A1 - Tutors and Resource Teachers	Title I Part A	194,394
B3.S2.A1 - Migrant Resource Teacher	Title I Part C (Migrant)	56,983
B3.S2.A1 - Resource materials and staff training	Title I Part A	29,000
B3.S3.A1 - Training and supplies to support Data analysis	Title I Part A	10,000
Total Goal 1		**468,705**