

Collier County Public Schools

Everglades City School



2016-17 Schoolwide Improvement Plan

Everglades City School

415 SCHOOL DR, Everglades City, FL 34139

[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Combination School PK-12</p>	<p>2018-19 Title I School</p> <p>No</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>66%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>32%</p>

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	B*	C	D

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Everglades City School

DA Region and RED	DA Category and Turnaround Status
Southwest - Lucinda Thompson	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

Everglades City School strives to provide a learning environment where students are challenged to become stronger both academically and socially. The school seeks to enlist the support of the community, parents, and all school personnel to partner in developing future leaders and successful members of society.

b. Provide the school's vision statement

We believe that all students have the ability to be successful. Our goal is to create a learning environment that enhances our students' desire to achieve the highest possible goals that each individual has the ability to reach. By setting high standards and expectations from a student's first day in pre-kindergarten all the way through to their high school graduation, every aspect of our students' education is geared toward assisting our students success.

2. School Environment

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

Some of the ways EVG learns about students' culture and build relationships are by holding Family conferences/student-led conferences, conducting home visits, advertising and recruiting for SAC Membership, Athletic Booster Club membership and parent breakfasts. We celebrate students that demonstrate positive character traits through our Great Gator program. Our teachers work to get to know their students through daily classroom interactions, eating lunch with small groups of students, playing sports/games with students during lunch/recess, and completing their ELL/Gifted endorsement.

The communication is very involved at EVG. Students art is displayed at the Museum of the Everglades. EVG also enjoys giving back to the community. High School students are encouraged to volunteer at the Everglades City Seafood Festival to help the community and the school. Students are working on a beautification project at a local business in conjunction with a local landscape architect under the direction of our Art teacher.

The school holds Literacy, Math, and Science Nights for the parents to see what the students are learning in the core subjects.

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

Students and staff can easily quote the expectations embedded into the Everglades City Positive Support statement (GATORS: Goal Oriented, Aspiring and Accomplished, Tolerant, Organized, Respectful, Successful) . Our Positive Behavior Interventions and Support System is taught and reviewed throughout the year and reinforced using gator tokens. The morning news program also provides an opportunity to celebrate successes/ birthdays as a school family. To maintain safety on campus, we have a Youth Relations Deputy that is visible at least once a week on campus. The deputy also teaches the Junior Deputy and DARE program. The 5th grade Safety Patrol also assist in the cafeteria

and school hallways. In the mornings, 6th - 12th grade students report directly to the classroom to be welcomed by the teacher and establish a positive start to the day. Students in kindergarten - 5th grade are picked up by their teacher in cafeteria so their teacher can greet and answer any questions before heading to class. The principal greets the car riders every morning and helps with dismissal at the end of the day so students know they can always approach him. Our school counselor and Leadership team work with students to set personal goals both academic and behavior, track the progress, and then celebrate progress.

c. 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

Providing a safe learning environment for all students is accomplished when everyone is consistent and follows through with the school plan. We will utilize the Positive Behavior Support program that was established at the University of South Florida. Consistently utilizing a school wide discipline plan, that has been proven to be effective, helps make everyone's job a little easier.

PBIS is the application of evidence-based strategies and systems to assist schools to increase academic performance, increase safety, decrease problem behavior, and establish a positive school climate. A token economy is used with the elementary students, where they earn a token for showing the month's character trait or a any GATOR trait (Goal-Oriented, Aspiring and Accomplished, Tolerant, Respectful, Successful). Students work together to earn a class reward. Students are also rewarded independently and work towards individual awards. Students are sent to administration with positive referrals. Students are also awarded Gator of the Month. Data analysis allows a school team to identify the problem areas, brainstorm interventions such as where and what to teach, reward the students exhibiting the expected behavior, and communicate findings to the staff, students, and families. The administration works with teachers at the beginning of the school year to put a PBIS plan in place. The PBIS team makes quarterly adjustments throughout the school year. The elementary PBIS team is comprised of the elementary teachers and the secondary teachers make up the middle/high school PBIS team. The students know the GATOR acronym and students know the expectations to earn set rewards. The elementary students have the their expectations and goals posted in their room.

When teachers give the first infraction they have a student conference with that student explaining what action was violated and how that affected the learning environment. On the second infraction, the teacher calls home and explains the repeated behavior to the parent. On the third infraction, the teacher communicates to the student the specific behavior that the student is repeating and then assigns a lunch detention. If the behavior is repeated a fourth time, the teacher will complete a referral to see the Assistant Principal.

Our Intervention Support Specialist highly encourages teachers to fill out positive referrals. He will recognize the students who receive them on the news.

d. 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

Everglades PBIS program and interventions for behavioral challenges, attendance, and emotional difficulties help teachers meet the needs of all students and track students' progress.

Teachers at Everglades City School are Kagan trained and embed Kagan strategies within their lessons to build a sense of family within their classroom and school.

School counseling services are provided for students, utilizing parent, staff and community resources in the area of personal and social development. Counseling services may include, but are not restricted to, targeted individual counseling, small group counseling, classroom presentations to support academic success, social skills, stress and anger management. The counselor plans, implements and delivers district adopted school counseling curriculum, based upon Florida's School Counseling Framework through the coordination of school-wide programs and grade-specific classroom presentations, requiring articulation and consultation with administration, teachers, teams, families and/or students to assure all students' social-emotional needs are being met.

A school psychologist is available for any short term-solution focused counseling needed by students.

3. 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).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

The Leadership Team meets weekly to analyze these factors utilizing the information from Data Warehouse. The team makes recommendations for next steps, including parent conferences, recommendation for Positive Behavior Interventions Support referral, change of placement and/or intervention, and Teacher Mentor. The Student Success Platform includes attendance (near or below 90%), level 1 score on FCAT (English Language Arts, writing, and Mathematics), lowest 25% (Reading and Math), G.P.A., Course failure in English Language Arts and Mathematics, retention, and suspensions. Not only is this report utilized, but administration also target students at risk of failing a course or teacher recommendation.

Teachers discuss student concerns at PLC (professional learning communities) to differentiate lessons. PMP's (progress monitoring plans) are created for students with extreme risks in their most needed areas so data can be tracked on progress with the intervention plan. Teacher collaborate with parents when creating PMP's. Together the parent and the teacher work with the student to create interventions that help the student with areas they are struggling in.

The principal meets with the Reading Coach and the Math Coach one on one bi-weekly to check-in with student progress and teacher performance. Data from i-Ready, Achieve 3000, ALEKS, and Reading Horizons are all discussed in these meetings. Finally, future plans to promote literacy and math are discussed.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	1	4	1	0	1	2	2	0	2	3	1	0	17
One or more suspensions	0	0	0	0	1	2	2	0	1	2	4	0	2	14
Course failure in ELA or Math	0	0	0	0	0	0	0	5	3	4	6	2	1	21
Level 1 on statewide assessment	0	0	0	1	6	6	11	5	7	5	6	5	6	58

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	1	2	3	4	3	4	5	1	0	23

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

Intervention strategies employed by the school are all research proven 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/behavior, goal setting with 3rd grade and higher, 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.

Another intervention is our new YMCA after school program. It will run four days a week, it starts in November. Students will receive remediation in math and literacy.

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

The school holds two Student-Led Conferences a year. This encourages parents to come to the school and meet with the teachers. It also allows the students to explain to their parents how they are doing academically.

The school will be holding a Literacy Night in January. We will invite parents to join us for

a fun night of events that promote literacy at home.

Teachers are encouraged to keep FOCUS up to date with accurate grades.

The school had a ParentLink training at our school in September. This taught teachers and staff how to post on the school Facebook page and Twitter feed to increase communication. Training on the use of this program included how to send out voice messages to parents.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Our school is a neighborhood school with long established ties to the community. Our staff members who live in the community continue to find new community helpers that are willing to help our school. Organizations and volunteers have been in place for many years. Our school has also reached out to the neighboring communities to bring in community volunteers during our busy season. Many community volunteers help with sports in order to help keep the secondary students (6-12) focused. Community volunteers also help in the elementary classrooms (k-2) with reading and math. The volunteers are recognized for their effort on our school marquee and given a small gift of appreciation. The businesses that help the school are also recognized on the school marquee as well as on the wall in the gymnasium.

Melissa Owen, our media specialist, has fostered great connections within the community and has consistent donors who donate money towards the school library as well as donations to help build classroom libraries throughout our campus.

The students are also given assistance in regards to completing the forms to obtain a library card for the local library. This process is in place in order to encourage students to visit the local library.

This year the Granada branch in Naples of Pier 1 reached out to our school and donated many backpacks and school supplies. After they saw how much their efforts were appreciated they asked if they could help us out again around the holiday.

The school's Activities Director has also fostered great connections but with the booster club. The Principal and the Activities Director, along with some coaches, attend every booster club meeting to discuss ways to help the students get what they need to play sports.

The principal attends the Reach Out Everglades and COPS meetings. These are two local organizations the work collaboratively to support community members in need. Meetings provide enhanced understanding of what is going on in the community, such as local business information. He also shares what is going on at the school to encourage further involvement from the community. School scholarships are also discussed at these meetings.

Every year, the school is invited to participate in the Joy of Giving. The Joy of Giving is put on by the Naples Sports Club, it allows parents from families in need to purchase holiday gifts for their children.

During Read Across America Week a community member donated literacy themed gifts to the entire school. The school's Reading Coach sent an appreciation letter in response to how much the students loved the gifts.

In an effort to keep the community in the know about what is going on at our school, the principal works monthly with the editor of The Mullet Rapper, the local newspaper to write

the school page of the paper. Articles include a "Principal's Note," articles from students, and a calendar of events.

Finally, the school works hand in hand with a community member who donates Easter baskets for our KG-3rd grade students. Our secondary students volunteer and help her put the baskets together and a lot of our school staff will donate extra items needed.

C. 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).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Ragusa, James	Principal
Wheeler, Michele	Assistant Principal
Poteet, Nathan	Other
Zuk, Todd	Instructional Coach
Secory, Shana	Instructional Coach
Owen, Melissa	Instructional Media
Devlin, Debbie	Guidance Counselor

b. Duties

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

The leadership team consists of the principal, assistant principal, academic coaches, Intervention Support Specialist (InSS), the guidance counselor, and media specialist. The team meets weekly to discuss students who are on the Student Success Platform as well as other students who are in need of support. The team is tracking progress to see if interventions are successful or if new interventions need to be put in place. If new interventions are needed, we discuss who will be in charge of completing the task and needed resources. The team also desegregates data to see which types of professional developments/ resources will benefit the staff at meeting the needs of the students and aligned to the state standards.

The administrative team members are in classrooms every day observing. The reading coach, elementary math coach and the InSS are also in classrooms daily to observe and coach the teachers on how to implement new ideas to support the students to meet/ exceed grade level requirements.

The assistant principal, with input from the leadership team, developed a master schedule that is designed to provide planning time for PLCs to plan and discuss core instruction, analyze progress monitoring plans and data collection, professional learning opportunities and share best practices. Data Warehouse reports and tools support PLCs in monitoring the fidelity of the core and intervention implementation. These reports, along with teacher surveys and other data sources, are utilized to determine the types of

professional learning opportunities and targeted supports that staff will need to effectively implement Core and interventions.

The school leadership team also ensures that PBIS (Positive Behavior Interventions and Support) is effective. The school leadership team also discusses what resources and/or trainings are needed to ensure students have a positive, safe, and risk-free learning environment.

The principal and assistant principal conduct teacher evaluations through the CTEM (Collier Teacher Evaluation Model). The academic coaches and InSS support the teachers with evaluation concerns and help teachers work towards effective and highly effective ratings on the CTEM scale.

The Reading Coach assists all teachers (pre-k - 12) with literacy strategies that could be easily implemented in their classrooms. If needed, she will also model the strategy in the class. She also completes the coaching cycle with teachers that the administration team see would benefit from the model.

The Elementary Math Coach assists elementary teachers with math strategies. He helps plan lessons that are rigorous, engaging, include writing, and are aligned to Florida State Standards. He also completes the coaching cycle with teachers that the administration see would benefit from the model.

The InSS aids teachers with interventions and the progress monitoring process. He assists teachers in differentiating lessons and/or meeting the needs of students.

2. 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 coaches and administrators all receive grade specific in-service training. In turn, they come back to our school to provide the specific training to each staff member. In addition, our school district provides training throughout the school year for all teachers, coaches, and administration, which is directed specifically to the subject areas that our staff teach. All federal, state and local funds, services and programs are reviewed and provided to our school after the direct review of district staff. This ensures that monies are properly spent and distributed and we have some consistency throughout the school district and avoid supplanting of federal dollars. Our entire administrative team is responsible for the frequency of meetings, how an inventory of resources is maintained and problems solved. This team includes two school administrators, reading coach, math coach, media specialist and Intervention Support Specialist (InSS). Our administrative team meets weekly. In addition, the Principal also meets with the Reading Coach and Elementary Math Coach separately to discuss data and what is being done in the classrooms. They will also discuss how resources are being used. Our professional learning community teams meet every other week, and our entire staff meets monthly. During PLC's, teams discuss teaching and learning. Teams examine the standards to be taught, share best practices, engage in building common formative assessments and review data. As a team they have strengthened their core teaching and have established that 75%-80% of their students will meet the requirements. Re-teaching will occur as

needed for the Tier 1 students. Data Warehouse has been designed to record the minutes from these meetings as well as to follow the progress of groups' or individual students. A list of all resources is provided by our coaches to insure that our staff have what is needed to apply resources for the highest impact.

Data sources are utilized to ensure the proper training and resources are needed to meet the needs of all the students. Students are given baseline tests which are then desegregated by the administration and coaches to help support the classroom teachers. Students are monitored throughout the year through FAIR (Florida Assessment Instruction of Reading), i-Ready diagnostics, i-Ready Standards Mastery tests, quarterly benchmarks, tiered interventions, classroom checks for understanding/assessments, and state assessments. PMP's (progress monitoring plans) are created or updated to support students who are not meeting grade level requirements and/or are at risk of failing. Intervention Support Specialist and Academic Coaches will support teachers in assessing students with tier 2 interventions to determine the effectiveness of the intervention. All tier 2 and 3 interventions are research based and supplied by the district (Reading Horizons, LLI (Leveled Literacy Intervention), Achieve 3000, Read Naturally and iReady). If a student is not meeting expectations, the student will then be assigned with tier 3 interventions. Tier 3 interventions will be monitored more frequently following the PMP plan that has now been updated to a Tier 3 plan. Specific assessments will be used to monitor the interventions to determine the effectiveness or need for further evaluation to meet the student's needs.

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.

EVG will partner with the Collier County Sheriff's Office to provide students/parent/ community with a program on being drug free.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Candi Hendrickson	Education Support Employee
Tina Collins	Parent
Anna Yacono	Teacher
Vicky Wells	Parent
Billy Synder	Parent
Tod Dahlke	Parent
James Ragusa	Principal
Elizabeth Deleon	Education Support Employee
Sindy Cifuentes	Student
Liza Wells	Teacher
Cirila Cifuentes	Parent
Temple Dampier	Parent
Connie Barker	Student
William Herrin	Parent
Jason Mayberry	Parent

b. Duties

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

a. 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.

b. Development of this school improvement plan

Data from last year and expected goals for this school year in the areas of Literacy, Math, Science, and PBS will be presented through PowerPoint from the SIP point of contact at the September 17th SAC meeting. School-wide initiatives and non-negotiable will also be shared focusing primarily on content area literacy strategies and incorporating writing throughout all subjects while maintaining rigor. Budget items, staff development strategies, timeline of SIP, and current SIP draft will also be shared with the committee. Final draft will be presented to SAC in October prior to submission to the School Board. Request was given to the SAC to demonstrate the need for them to give their input and to understand that the SIP is a living document or a working document throughout the school year.

SAC will meet monthly to discuss SAC fund expenditures. Student achievement data will be monitored and the associated strategies and priorities within the SIP.

c. 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 ask questions and offer suggestions for planning and budgeting which are considered by the principal prior

to finalizing the documents. The 2016-2017 SAC will discuss the projected use of funds during the September and April meetings. The SAC committee will also review and have the opportunity to provide input on the school's Title I use of funds, School/Parent Compact, and Parent Improvement Policy.

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

The SAC will discuss the projected use of funds during the October and April meetings.

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

No

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Wheeler, Michele	Assistant Principal
Ragusa, James	Principal
Secory, Shana	Instructional Coach
Lee, Sarah	Teacher, K-12
Owen, Melissa	Instructional Media
Yacono, Ana	Teacher, K-12
Walker, Carey	Teacher, K-12
Ryan, Theresa	Teacher, K-12
Finer, Rebecca	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

- Providing additional training and strategies that support scaffolding, collaborative learning, and increase cognitive complexity of questions and text within the classrooms.

-Providing direct and explicit instruction in pre-, during, and post reading comprehension strategies focused on helping them make meaningful connections with texts, including content area textbooks with an emphasis on vocabulary development and effective vocabulary strategies.

- Enhancing instructional strategies and professional development that ensure adequate scaffolding and student collaborative learning to support the goal of critical thinking.

- Increasing strategies that provide for opportunities for students to learn at higher levels of Webb's Depth of Knowledge (DOK), so that material may be understood at greater levels of cognitive complexity.

- Collaborating new ideas on how to incorporate more writing across all contents and integrate writing and reading.
- Providing opportunities to have students celebrate reading success and school-wide reading activities to encourage reading.
- Creating ideas for PBIS surrounding Achieve 3000 and i-Ready.
- Organizing literacy events for the school to participate in.

D. 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).

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

The elementary related arts schedule allows elementary teachers to have at least one day of collaborative planning with another teacher that teaches near their grade level. This allows the teachers to help each other with planning differentiated instruction and strategies even though they teach different grade levels.

Once a month, at a staff meeting, EVG staff members are positively recognized by other EVG staff members in the building. The Social Committee has monthly socials and celebrations on campus. This year, the Social Committee developed "Birthday Buddies," a way that the staff can celebrate each other's birthdays. A "staff member of the week" is highlighted on the school's marquee for staff as well as the community to view. Bi-weekly professional learning communities are held for teachers to assist them with new information, strategies, and interventions.

Academic coaches and leadership team members work with teams to discuss instructional strategies, best practices in the classroom and problem solve areas of concern.

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

1. Professional Learning

- Regularly scheduled Professional Learning that enable teachers to be successful in improving student achievement; Faculty Meetings; Early Release Days, PLCs
- Staff Development based on: District, State and Federal Initiatives, staff input, classroom observation data, and student data

2. Instructional Leadership:

- Regularly scheduled grade level PLC meetings to support teachers in the areas of MTSS data analysis, instructional strategies development; and provide meaningful feedback of lessons/lesson plans
- Embedded professional learning during collaborative planning sessions with academic coaches

3. New Teacher Support:

- Partnering new teachers with a qualified mentor and allowing them time to observe other teachers within the building

- Meetings with specific personnel to orient and support new teachers in the areas of procedures, initiatives, and instruction; targeted support is given by Math and Reading coaches through the coaching cycle

4. Empowering Teachers:

- Continue to build a supportive and collaborative culture that recognizes faculty efforts both formally and informally
- Social Committee provides monthly activities, such as potlucks, holiday celebrations, and birthday celebrations.
- Gator award - principal announces staff accolades from other staff members at monthly faculty meeting
- Involve teachers in meaningful decision making

5. School Management and Safety:

- Continue to support and hone school-wide, Tier 2, and Tier 3 Positive Behavior Support to support teachers in the areas of discipline, management, and school safety

6. Recruitment:

- Continue to build relationships with area universities for referrals of interns and potential candidates

We attribute the retention to the positive culture and atmosphere of community that has been created. The staff has established relationships that prosper both within the building and after work hours. The district provides yearly travel supplement.

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

One CTEM (Collier Teacher Evaluation Model) Teacher Leader is trained to provide staff support on how to implement effective or highly effective lessons within the classroom. Aside from CTEM leader support, several staff members are clinical education trained and certified to be peer mentors in specific subject areas. The administration choose peer mentors based on subject and certification. The mentor meets a minimum of once a week with the new teacher. 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, our coaches, administrators, media specialist and Intervention Support Specialists work closely with new staff to provide assistance as needed. PLC meetings are held bi-weekly and staff meetings are scheduled monthly. Time is also allotted for modeling, observing, and assisting with whatever the need might be. We all work together to make the new teacher feel welcomed and appreciated.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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 helps define clear expectations for instruction; facilitated the development of strategies to meet those goals; and aligned processes and procedures.

The Leadership team monitors the fidelity of the school's instructional programs, MTSS and SIP through collection of data based on the district's Strategic Plan and quarterly data dialogues between the Superintendent, key instructional leaders and school-based administrators. Preparatory to data dialogues, data are analyzed based on the Goals, Key Performance Indicators, and Strategies. The District Leadership team reviews, discusses, and monitors student academic and/or behavioral procedures and data while working in conjunction with schools to support identified needs. The team focuses on implementation, data collection, interventions, and supports needed by the instructional staff. Members of the district-based MTSS leadership team meet regularly to provide data and support to the schools' problem-solving teams and review school-wide MTSS issues. School administrators and teachers from the school-based MTSS team participate in grade level PLC's to facilitate the MTSS process at each grade level. Universal screening and progress monitoring data will be analyzed. The effectiveness of the core instruction, as well as targeted and more intensive interventions, is monitored, and the team collaborates to evaluate effectiveness, problem-solve, and make instructional decisions. Ongoing progress-monitoring assessments are also designed to demonstrate students' progress toward attaining the goal or standard.

b. Instructional Strategies

1. 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

Teachers engage students with instructional strategies that ensure achievement of learning expectations using the Gradual Release and / or Five E model. Teachers also include Kagan structures within their lessons to increase student engagement of all students. Core instruction is on grade level and teachers differentiate lessons based on data. Based on data, teachers reteach, remediate, and/or enrich. The ESE inclusion teachers support the teacher and students within the classroom. The ESE teacher also supports with remediation and tiered support. The leadership team assists teachers with the intervention/ enrichment process. The administration and leadership team meets with academic coaches bi-weekly to analyze progress monitoring data and quarterly benchmark assessment data and discuss adjustments to instructional strategies and small groups. Based on the data analysis, decisions are made about utilization of resource teachers, push-in support, instructional coaches, and resources to best meet the needs of students achieving at various levels. Teachers use several research-based interventions.

School leadership team 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. Ongoing progress-monitoring assessments are also designed to demonstrate students' progress toward attaining the goal or standard.

Teachers post their learning expectations and goals for students, and students are aware of their progress due to quarterly data chats. At the elementary level, data discussions and goal setting are completed with students on a weekly basis.

Based on data and observations, the leadership team plan professional development and implementation so teachers can effectively implement lessons that are aligned to state standards and meet the needs of all students. Due to the size of the school, the administration and leadership team are able to observe in every classroom every week and provide feedback.

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

Strategy: After School Program

Minutes added to school year: 4,800

Everglades City School is implementing an After School Program for students in grades KG-8th. It begins November 1st in conjunction with the Marco Island YMCA. This program will operate Monday through Thursday from 3-5:30PM. The program will include support for students in math and literacy along with enrichment components such as art and technology. In addition, a portion of each day will be focused on health and physical fitness. Students will receive a snack each day.

Strategy Rationale

Students not meeting grade level expectations need additional support and strategies to meet grade level requirements. With extra support in the areas of reading and math, students will make learning gains.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Ragusa, James, ragusaja@collierschools.com

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

Data is collected by a variety of assessments throughout the school year. Students are assessed with FAIR, District Baseline and Quarterly Assessments in multi-subject areas, state assessments, and PSAT. The students are monitored weekly with Achieve 3000, iReady, ALEKS, Reading Horizons and FASTT Math.

Strategy: After School Program

Minutes added to school year: 960

The After School Art Program is sponsored by the United Arts Council. It is provided for KG-5th grade students. It is held one day a week. During the session a local artist provides art instruction to our students. There will be eight sessions throughout September and October.

Strategy Rationale

Based on our FSA ELA data, we found that our students could use added exposure to the arts. This will enhance the way our students integrate knowledge and ideas.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Ragusa, James, ragusaja@collierschools.com

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

The Reading Coach will compare last year's ELA FSA subskill 3 to the following year's, to see if this program enhanced our student's understanding.

Strategy: Summer Program

Minutes added to school year: 14,400

Everglades City School is currently working with the Marco Island YMCA to implement a Summer School Program.

Strategy Rationale

Students who are below level in reading and/or math need additional remediation and support in order to be prepared for the next grade level.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Ragusa, James, ragusaja@collierschools.com

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

At the beginning of the following school year, the Reading Coach will pull i-Ready, Achieve 3000, and FAIR data for those students who attended the Summer Program to determine the effectiveness of the program.

2. Student Transition and Readiness

a. 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).

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

Everglades City Schools (EVG) houses students in pre-kindergarten through twelfth grade and teachers work together to make the transition easier on the students.

EVG houses its own Headstart program which services all of our incoming students. These students get 5 full days of instruction each week by a certified teacher. The transition from Headstart to Kindergarten is very smooth as these students have had a full year of instruction in our school. EVG implements a minimum of two transition activities for incoming kindergarten students and their families each year. The spring event includes an orientation for parents and students with registration available at that time. At this event, parents and students meet the teachers, visit classrooms, learn about the expectations and the curriculum, and tour the school. At the spring Orientation and also upon registration, a booklet (available in multiple languages) is provided to all parents. This booklet is designed to help parents look at their child's physical, social, emotional, and cognitive development. It provides checklists and tips to help guide them as they work and play with their child. The checklists contain items that are important to the child's success in kindergarten and are specifically designed for four-year-olds. It also contains school enrollment information and suggestions for the first day of school. Before school begins in mid-August, the school holds 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 Headstart program provides opportunities for students to learn the basics for success in school and also provide an easy transition to kindergarten for the students. Teachers can co-plan activities with Kindergarten teachers, such as a visit to a kindergarten classroom, possibly involving the children in a fun activity together.

During the fourth parent contact, parents should be asked if they have any concerns regarding kindergarten. Teachers should offer information about kindergarten registration, and give suggestions about how parents can help to get their child ready for kindergarten during the summer months. In the last few days of school, teachers should let the children help to clean and pack up toys; this helps to provide closure for the children.

Curriculum Support:

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

5th graders are invited into the Middle School wing at the end of the year to see what Middle School looks like and what is expected. 8th graders get to tour the high school area and get to ask current 9th graders questions on moving up into 9th grade. 12th graders get the opportunity to visit with colleges and universities on college night. Students in grades 10-12 also have an opportunity to visit local technical colleges, Florida Gulf Coast University, and Florida Southwestern College.

Students with disabilities are supported when transitioning to high school, by being

provided a case manager. The case manager will work collaboratively with students to build skills for self-advocacy and monitoring their own progress. The students with disabilities also work with their case manager to focus on post-secondary needs/goals and what actions are needed to successfully meet their needs. The students with disabilities at the high school level are supported by advocating for their needs and working with their case manager to meet their school and post-school needs. The high school students with disabilities are also connected with a vocational rehabilitation service provider to help with post-secondary needs.

b. College and Career Readiness

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

High School Career Academies and CE program teachers encourage all students to complete or update the MYCAREERSHINES.org planning document each school year. The counselor meets regularly with CE students and other interested students to review CE Program of Study for each career education program that is offered at the school. Programs of Study and articulation agreements are available online on the District website, Career guidance and academic counseling provides access for students (and parents, as appropriate) to information regarding career awareness and planning with respect to an individual's occupational and academic future. This counseling also provides information with respect to career options, financial aid, and post-secondary options including college, technical, and post secondary educational opportunities. Counselors are specifically encouraged to work with CE students in the implementation of the approved Program of Study, and familiarize students with articulation opportunities and other post-secondary programs that are related to high school career pathways. IEPs will incorporate the student's academic and career planning and guide course selection based on the needs, interests and strengths of the student.

The following details reflect efforts to increase the areas measured on the High School Feedback Report:

EVG works with high school students to ensure all requirements will be met at each grade and give them a plan to ensure graduation. Once a student starts falling behind, the student is support by the leadership team and teachers to ensure success at each grade level in order to graduate on time. Students are scheduled in remediation/intensive classes in order to improve their state assessment scores to Achievement Level 3 or higher. Students who are at a level 2 are targeted for extra support with the resource teacher. Administration and the counselor meet with students in grades 10-12 to encourage them to take a college entrance exam such as the SAT or ACT. Assistance with registration for college entrance exams are provided to all 11th and 12th grade students. In October of each year, the guidance counselor coordinates transportation to the administration of the ACT at a testing center. The students are provided calculators approved for the exam and chaperoned by the counselor and guidance secretary. Assistance is provided to acclimate students to their testing location as well. Students who are still lacking the required score are pulled for additional support in order to ensure they are taking every opportunity possible to earn the score they need for post-secondary school. The guidance counselor also works with Seniors (academic advising and career planning) to transition into college and successfully complete their first semester of college math or English. The counselor works with area technical schools, colleges, and universities to come and visit EVG and encourage students to apply to a post-secondary schooling. The counselor meets with the Assistant Principal and/or the Principal on a daily basis to discuss students' college and career readiness.

Career Education students are offered the opportunity to earn an industry certification in Microsoft Office, which is designed to demonstrate to potential employers the technical skills and abilities for the students. The purpose of both credentials is to integrate real world skills and abilities to the instructional objectives for both career and academic courses. EVG also offers Agriscience, Aquaculture 2 and 3, Drama and Theater classes, and ENG 1-4 Honors in order to motivate students to further their career in this area. If all classes are taken, then the student could continue and be a Certified Agricultural Technician. Secondary schools offer career fairs which serve to inform students of career and training opportunities in the county.

To enhance college and career readiness at a young age, our 5th grade students take a career interest assessment, save the assessment on iPortfolio, and then participate in a career day. The district has also designed and facilitated a College and Career Readiness Experience for every 7th grade student. During this program students gained interest in pursuing post-secondary education or on-going career exploration and planning. Students completed an interest inventory and viewed five video workshop modules on the topics of : High School Planning, Career and Technical Education, Scholarships and Financial Aid, College Majors and Campus Life, and High School Opportunities in the Arts. The culminating event of the experience was a tour of a local university campus.

Students with disabilities are put in contact and complete an application with the Division of Vocational Rehabilitation to help with post-secondary needs.

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

The counselor meets regularly with CE students and other interested students to review CE Program of Study for each career education program that is offered at the school. Programs of Study and articulation agreements are available on line on the District website, Career guidance academic counseling provides access for students (and parents, as appropriate) to information regarding career awareness and planning with respect to an individual's occupational and academic future. This counseling also provides information with respect to career options, financial aid, and post-secondary options including college, technical, and post secondary educational opportunities. Counselors are specifically encouraged to work with CE students in the implementation of the approved Program of Study, and familiarize students with articulation opportunities and other post-secondary programs that are related to high school career pathways.

Career Education students are offered the opportunity to earn an industry certification in Microsoft Office, which is designed to demonstrate to potential employers the technical skills and abilities for the students. EVG also offers Agriscience, Aquaculture 2 and 3, Drama and Theater classes, and ENG Honors 1-4 in order to motivate students to further their career in this area. If all classes are taken, then the student could continue and be a Certified Agricultural Technician.

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

Planning for post-secondary participation is a critical activity that must begin as a student enters the ninth grade. EVG support students and parents by placing an

emphasis on the following factors:

- Focus on improving and maintaining reading achievement scores
- Focus on improving and maintaining math achievement scores
- Counseling to take upper level math and science courses
- Counseling to take foreign language requirements
- Counseling to more effectively use Bright Futures scholarships such as FI Academic Scholars, FI Medallion Scholars, and FL Gold Seal Vocational Scholarship
- Counseling to enroll in college dual enrollment courses while in high school
- Increase the number of students who may qualify for college dual enrollment courses
- Increasing articulation agreements between Collier County and appropriate post secondary schools
- Counseling to inform students of benefits of articulation agreements in college enrollment
- Counseling to take college placement exams such as CPT, PERT, SAT, and ACT
- Counseling to enroll seniors in college level remedial English and mathematics courses
- Increased emphasis on career counseling and career planning for all students with specific focus on post-secondary options
- Increased utilization of technical school dual enrollment as stepping stone to other post-secondary programs
- Increased focus on career academies that lead to certifications and post-secondary options

The guidance counselor meets regularly with CE students and other interested students to review CE Program of Study for each career education program that is offered at the school. Programs of Study and articulation agreements are available on line on the District website, Career guidance academic counseling provides access for students (and parents, as appropriate) to information regarding career awareness and planning with respect to an individual's occupational and academic future. This counseling also provides information with respect to career options, financial aid, and post-secondary options including college, technical, and post secondary educational opportunities. The counselor is specifically encouraged to work with CE students in the implementation of the approved Program of Study, and familiarize students with articulation opportunities and other post-secondary programs that are related to high school career pathways. Career Education students are offered the opportunity to earn an industry certification in Microsoft Word, which is designed to demonstrate to potential employers the technical skills and abilities for the students. EVG also offers Agriscience, Aquaculture 2, and 3 in order to motivate students to further their career in this area. If all classes are taken, then the student could continue and be a Certified Agricultural Technician.

4. 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

We begin this by providing a school wide focus on improving our reading achievement scores. Students are expected to read and respond to text in all classrooms. Students at the secondary levels, who are not at grade level, are double blocked in both Language Arts and Math classes. We are continuing our dual enrollment program with our juniors and seniors. We are also providing transportation for our students so they can attend Florida Southwestern State College for these classes. Our guidance counselor coordinates a college/career fair with several universities and post-secondary schools for our students. All students are encouraged to take college placement exams and fees along with transportation are provided whenever necessary.

Career Education students are offered the opportunity to earn an industry certification in

Microsoft Word, which is designed to demonstrate to potential employers the technical skills and abilities for the students. EVG also offers Agriscience, Aquaculture 2, and 3 in order to motivate students to further their career in this area. If all classes are taken, then the student could continue and be a Certified Agricultural Technician. Drama, Theater, ENG Honors 1-4, and Adobe Certification classes have also been added to further our students' career readiness in other areas.

Planning for post-secondary participation is a critical activity that must begin as a student enters the ninth grade. Schools can support students and parents by placing an emphasis on the following factors:

- Focus on improving and maintaining reading achievement scores
- Focus on improving and maintaining math achievement scores
- Counseling to take upper level math and science courses
- Counseling to take foreign language requirements
- Counseling to more effectively use Bright Futures scholarships such as FI Academic Scholars, FI Medallion Scholars, and FL Gold Seal Vocational Scholarship
- Counseling to enroll in college dual enrollment courses while in high school
- Increasing articulation agreements between Collier County and appropriate post secondary schools
- Counseling to inform students of benefits of articulation agreements in college enrollment
- Counseling to take college placement exams such as CPT, PERT, SAT, and ACT
- Counseling to enroll seniors in college level remedial English and mathematics courses
- Increased emphasis on career counseling and career planning for all students with specific focus on post-secondary options
- Focus on MYCAREERSHINES.org as planning tool for college and technical school enrollment

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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 understand that literacy skills are the basis for comprehending all content and embed specific writing skills into lesson plans, then student achievement will increase by 2% in all tested areas, as measured by state assessments.

Strategic Goals Detail

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

G1. If teachers understand that literacy skills are the basis for comprehending all content and embed specific writing skills into lesson plans, then student achievement will increase by 2% in all tested areas, as measured by state assessments. 1a

G086151

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	42.0
FSA Mathematics Achievement	36.0
FCAT 2.0 Science Proficiency	48.0

Targeted Barriers to Achieving the Goal 3

- Not all teachers are trained on new reading and writing strategies.
- Not all teachers are trained on new ways to integrate technology within their lesson.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Vocabulary from across all content areas
- District personnel
- Achieve 3000
- iReady
- Lesson plan templates from District website
- Science teachers integrating science notebook or utilize "Interactive Science Notebooks"
- Discovery Education (writing prompts and media)
- Padlet
- Kagan structures
- District trainings
- District gifted resources and professional developments tailored to unique needs of each school in the areas of differentiation
- Elementary educators are integrating science non-fiction resources within their literacy block

Plan to Monitor Progress Toward G1. 8

Assess implementation of enhanced instructional literacy strategies through quarterly progress monitoring of key data points.

Person Responsible

James Ragusa

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

FAIR-FS, Achieve 3000, iReady, quarterly benchmark assessments, teacher custom assessments, student samples, IEP meetings, Teacher Observations, data dialogue discussions, monitor students through early warning indicators

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 understand that literacy skills are the basis for comprehending all content and embed specific writing skills into lesson plans, then student achievement will increase by 2% in all tested areas, as measured by state assessments. **1**

G086151

G1.B1 Not all teachers are trained on new reading and writing strategies. **2**

B228861

G1.B1.S1 Teachers will use a variety of strategies for processing and elaborating on new information while infusing literacy strategies, e.g. Marking the Text, Socratic Seminars, Generating Text-Dependent Questions, Reciprocal Teaching, BYOD (Bring your own device) activities, Summarization, Written Response (#7 Organizing Students to Interact with New Knowledge, #10 Processing New Information, #11 Elaborating on New Information). **4**

S241305

Strategy Rationale

Florida assessments embed and require written responses and all students are not prepared for written responses. Not all teachers are trained on the latest reading and writing strategies.

Action Step 1 **5**

Provide teachers on-going literacy strategies within professional development.

Person Responsible

James Ragusa

Schedule

Biweekly, from 8/8/2016 to 6/2/2017

Evidence of Completion

sign-in sheet, agenda, minutes, data analysis from i-Ready and Achieve 3000

Action Step 2 **5**

Continuously implement the use of Interactive Notebooks.

Person Responsible

Shana Secory

Schedule

Every 2 Months, from 8/15/2016 to 6/2/2017

Evidence of Completion

Student interactive notebooks, sign-in sheet, and agenda

Action Step 3 5

Provide teachers with professional development in the area of teaching summary writing and effective instructional use of summaries.

Person Responsible

Shana Secory

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

sign-in sheet and agenda

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

PLC minutes will be reviewed through Data Warehouse

Person Responsible

James Ragusa

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

PLC minutes

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

Use of effective strategies for instruction will be monitored through classroom observations by administration and teacher leaders.

Person Responsible

James Ragusa

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Classroom observations, Lesson plans

G1.B1.S2 Provide training to faculty to incorporate literacy strategies across all content areas and giving quality feedback (ex. written response journals/notebooks and stems, summarization, framing written responses, stating an opinion and supporting with evidence). In addition, on District In-service days we will make arrangements for our teachers to be trained with other teachers in their same content area at another school, providing collaboration opportunities to our teachers. 4

S241306

Strategy Rationale

Florida assessments embed and require written responses and all students are not prepared for written responses. Practice with literacy strategies in all subjects will help students become proficient readers and writers. Not all teachers are trained on the latest reading and writing strategies since content teachers were trained on only teaching their content.

Action Step 1 5

Provide teachers professional development on state assessments, literacy requirements, and implementation strategies prior to the start of school.

Person Responsible

James Ragusa

Schedule

On 8/21/2016

Evidence of Completion

Professional development sign-in sheets, PLC minutes and conference notes, district trainings

Action Step 2 5

Provide teachers, staff, and parents with ongoing literacy professional development throughout the school year.

Person Responsible

James Ragusa

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Lesson Plans, Teacher Observations, FAIR-FS, Achieve 3000, iReady, Custom Assessments for Student Achievement and Benchmarks for progress monitoring, Professional Learning Community minutes, and student interactive notebooks/ journals

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

Use of effective literacy strategies for instruction will be monitored through classroom observations by leadership and teacher leaders.

Person Responsible

James Ragusa

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Lesson Plans, Teacher Observations, PLC notes, FAIR-FS, Achieve 3000, iReady, Custom Assessments for Student Achievement and Benchmarks for progress monitoring, and student interactive notebooks/journals

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

Assess implementation of enhanced literacy instructional strategies through quarterly progress monitoring of key data points.

Person Responsible

James Ragusa

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Lesson Plans, PLC notes/minutes, Teacher Observations and Collier Teacher Evaluation Model, Achieve 3000, FAIR-FS, iReady Custom Assessments for Student Achievement and Benchmarks for progress monitoring, data dialogue discussions, parent conferences in data warehouse, data chats, and student work samples

G1.B2 Not all teachers are trained on new ways to integrate technology within their lesson.

2

B228862

G1.B2.S1 The goal this year is to ask teachers to provide data during PLC meetings, as well as discussions at leadership meetings. 4

S241307

Strategy Rationale

We have a stronger district focus on digital learning. If our teachers monitor their students' usage of technology our students will be held more accountable for their growth. Therefore, they will be more successful in the programs.

Action Step 1 5

Provide teachers on-going technology strategies professional development.

Person Responsible

James Ragusa

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

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

Implementation of technology in lessons and use of data from technology resources

Person Responsible

James Ragusa

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Review of lesson plans and reviewing data with teachers at PLCs

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

Use of effective strategies for instruction will be monitored through classroom observations by administration and teacher leaders.

Person Responsible

James Ragusa

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Classroom observations, Lesson plans

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B1.S2.A1 A312299	Provide teachers professional development on state assessments, literacy requirements, and...	Ragusa, James	8/15/2016	Professional development sign-in sheets, PLC minutes and conference notes, district trainings	8/21/2016 one-time
G1.MA1 M321582	Assess implementation of enhanced instructional literacy strategies through quarterly progress...	Ragusa, James	8/15/2016	FAIR-FS, Achieve 3000, iReady, quarterly benchmark assessments, teacher custom assessments, student samples, IEP meetings, Teacher Observations, data dialogue discussions, monitor students through early warning indicators	6/2/2017 quarterly
G1.B1.S1.MA1 M321576	Use of effective strategies for instruction will be monitored through classroom observations by...	Ragusa, James	8/15/2016	Classroom observations, Lesson plans	6/2/2017 quarterly
G1.B1.S1.MA1 M321577	PLC minutes will be reviewed through Data Warehouse	Ragusa, James	8/15/2016	PLC minutes	6/2/2017 quarterly
G1.B1.S1.A1 A312296	Provide teachers on-going literacy strategies within professional development.	Ragusa, James	8/8/2016	sign-in sheet, agenda, minutes, data analysis from i-Ready and Achieve 3000	6/2/2017 biweekly
G1.B1.S1.A2 A312297	Continuously implement the use of Interactive Notebooks.	Secory, Shana	8/15/2016	Student interactive notebooks, sign-in sheet, and agenda	6/2/2017 every-2-months
G1.B1.S1.A3 A312298	Provide teachers with professional development in the area of teaching summary writing and...	Secory, Shana	8/15/2016	sign-in sheet and agenda	6/2/2017 biweekly
G1.B2.S1.MA1 M321580	Use of effective strategies for instruction will be monitored through classroom observations by...	Ragusa, James	8/15/2016	Classroom observations, Lesson plans	6/2/2017 monthly
G1.B2.S1.MA1 M321581	Implementation of technology in lessons and use of data from technology resources	Ragusa, James	8/15/2016	Review of lesson plans and reviewing data with teachers at PLCs	6/2/2017 monthly
G1.B2.S1.A1 A312301	Provide teachers on-going technology strategies professional development.	Ragusa, James	8/15/2016		6/2/2017 biweekly
G1.B1.S2.MA1 M321578	Assess implementation of enhanced literacy instructional strategies through quarterly progress...	Ragusa, James	8/15/2016	Lesson Plans, PLC notes/ minutes, Teacher Observations and Collier Teacher Evaluation Model, Achieve 3000, FAIR-FS, iReady Custom Assessments for Student Achievement and Benchmarks for progress monitoring, data dialogue discussions, parent conferences in data warehouse, data chats, and student work samples	6/2/2017 quarterly
G1.B1.S2.MA1 M321579	Use of effective literacy strategies for instruction will be monitored through classroom...	Ragusa, James	8/15/2016	Lesson Plans, Teacher Observations, PLC notes, FAIR-FS, Achieve 3000, iReady, Custom Assessments for Student Achievement and Benchmarks for progress monitoring, and student interactive notebooks/journals	6/2/2017 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S2.A2  A312300	Provide teachers, staff, and parents with ongoing literacy professional development throughout the...	Ragusa, James	8/15/2016	Lesson Plans, Teacher Observations, FAIR-FS, Achieve 3000, iReady, Custom Assessments for Student Achievement and Benchmarks for progress monitoring, Professional Learning Community minutes, and student interactive notebooks/ journals	6/2/2017 quarterly

V. Professional Development Opportunities

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

G1. If teachers understand that literacy skills are the basis for comprehending all content and embed specific writing skills into lesson plans, then student achievement will increase by 2% in all tested areas, as measured by state assessments.

G1.B1 Not all teachers are trained on new reading and writing strategies.

G1.B1.S1 Teachers will use a variety of strategies for processing and elaborating on new information while infusing literacy strategies, e.g. Marking the Text, Socratic Seminars, Generating Text-Dependent Questions, Reciprocal Teaching, BYOD (Bring your own device) activities, Summarization, Written Response (#7 Organizing Students to Interact with New Knowledge, #10 Processing New Information, #11 Elaborating on New Information).

PD Opportunity 1

Provide teachers on-going literacy strategies within professional development.

Facilitator

Administration and academic coaches

Participants

Instructional staff

Schedule

Biweekly, from 8/8/2016 to 6/2/2017

PD Opportunity 2

Continuously implement the use of Interactive Notebooks.

Facilitator

Administration, Academic Coaches, and District

Participants

Instructional staff

Schedule

Every 2 Months, from 8/15/2016 to 6/2/2017

PD Opportunity 3

Provide teachers with professional development in the area of teaching summary writing and effective instructional use of summaries.

Facilitator

Reading and Math coaches, administration, and district

Participants

Instructional coaches

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

G1.B1.S2 Provide training to faculty to incorporate literacy strategies across all content areas and giving quality feedback (ex. written response journals/notebooks and stems, summarization, framing written responses, stating an opinion and supporting with evidence). In addition, on District In-service days we will make arrangements for our teachers to be trained with other teachers in their same content area at another school, providing collaboration opportunities to our teachers.

PD Opportunity 1

Provide teachers professional development on state assessments, literacy requirements, and implementation strategies prior to the start of school.

Facilitator

Administration and academic coaches

Participants

Instructional staff

Schedule

On 8/21/2016

PD Opportunity 2

Provide teachers, staff, and parents with ongoing literacy professional development throughout the school year.

Facilitator

Administration and academic coaches

Participants

Instructional staff

Schedule

Quarterly, from 8/15/2016 to 6/2/2017

G1.B2 Not all teachers are trained on new ways to integrate technology within their lesson.

G1.B2.S1 The goal this year is to ask teachers to provide data during PLC meetings, as well as discussions at leadership meetings.

PD Opportunity 1

Provide teachers on-going technology strategies professional development.

Facilitator

Administration and academic coaches

Participants

Instructional staff

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Provide teachers on-going literacy strategies within professional development.	\$0.00
2	G1.B1.S1.A2	Continuously implement the use of Interactive Notebooks.	\$0.00
3	G1.B1.S1.A3	Provide teachers with professional development in the area of teaching summary writing and effective instructional use of summaries.	\$0.00
4	G1.B1.S2.A1	Provide teachers professional development on state assessments, literacy requirements, and implementation strategies prior to the start of school.	\$0.00
5	G1.B1.S2.A2	Provide teachers, staff, and parents with ongoing literacy professional development throughout the school year.	\$0.00
6	G1.B2.S1.A1	Provide teachers on-going technology strategies professional development.	\$0.00
Total:			\$0.00