

Everglades City School

415 SCHOOL DR, Everglades City, FL 34139

[no web address on file]

School Demographics

School Type

Combination

Title I

Yes

Free/Reduced Price Lunch

68%

Alternative/ESE Center

No

Charter School

No

Minority

24%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Monitoring Only	5	Gayle Sitter
Former F	Turnaround Status	
Yes		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Everglades City School is to provide each student with the opportunity to learn in a positive learning environment which promotes mutual respect, open communication, and fairness.

Provide the school's vision statement

The vistas of learning and student achievement pivot on two fundamental cornerstones: early success in school and mastery of basic skills in reading comprehension, mathematics applications and writing skills. Readiness for learning is integral for success as children begin their educational quest. As such, a comprehensive pre-kindergarten program is essential to ensure student readiness. The mastery of basic skills is the key for success in all academic endeavors. It leads to the fulfillment of student achievement and influences student attitudes.

WE BELIEVE OUR STUDENTS ARE SUCCESSFUL

School Environment

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 creating a Teacher-student Mentor program, holding Family conferences/student-led conferences, conducting home visits, advertising and recruiting for PTO/SAC 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.

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 Support System is taught and reviewed throughout the year and reinforced using gator tokens/stars to build a gator. 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. 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.

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, will help make everyone's job a little easier.

PBS 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 down 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 worked with teachers at the beginning of the school year to put a PBS plan in place. The PBS team will make quarterly adjustments throughout of the school year. The elementary PBS team is comprised of the elementary teachers and the secondary teachers make up the middle/high school PBS 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 deal with minor infractions, they give the student a written warning and then communicate with the parent. If the problem is major or repeating then the child will be sent down with a referral to the see the assistant principal. The assistant principal will make parent contact and speak to the student about their actions and follow the discipline sequence .

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 PBS program and interventions for behavioral challenges, attendance, and emotional difficulties help teachers meet the needs of all students and track their 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 parents, 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.

Early Warning Systems

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

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

The Leadership Team meets weekly to analyze these factors utilizing the information from Data Warehouse. 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. The "at risk" report 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.

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	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	2	3	4	3	1	2	2	1	2	1	1	0	22
One or more suspensions	0	0	1	0	0	1	6	0	0	0	1	0	9
Course failure in ELA or Math	0	0	0	0	0	1	1	0	1	0	0	1	4
Level 1 on statewide assessment	0	0	11	8	6	6	9	3	3	6	2	4	58

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

Indicator	Grade Level							Total
	3	4	5	6	7	8	9	
Students exhibiting two or more indicators	5	7	2	4	7	1	4	30

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 the Title I funded after school program that runs 4 days a week which starts in October and ends in April. The students are given remediation and enrichment in the area of Reading, Math, Science, and Writing.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Title I Parts A, C, D, and School Improvements (1003a and 1003g) 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.

Melissa Owen will be heading Family Nights, EVG will provide refreshments to families during the Family Academic Night. Academic Nights will be scheduled to occur four times starting in September and ending in May. The topics include, but not limited to the areas of Literacy, Math, Science, and State Testing Strategies.

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

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 as well as staff members that live in the community that continue to find new community helpers. 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 the winter time. 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. The volunteers are recognized for their effort on the school marquee and given a small gift of appreciation. The business that help the school are also

recognized on the school marquee and gymnasium.

Melissa Owens has fostered great connections with the community and consistent donors who want to donate money towards the school library and building classroom libraries.

The students are also assisted in getting library cards for the local library in order to encourage students to visit the local library.

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
Spano, Robert	Principal
Ragusa, James	Assistant Principal
Wheeler, Michele	Instructional Coach
Strum, Diane	Instructional Coach
Potter, Glenna	Guidance Counselor
Dimas, Marlene	Other

Duties

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, reading and math coach, guidance counselor, and Intervention Support Specialist (InSS). The team meets weekly to discuss students who are on the "at risk" report and other students who are needing support. The team is tracking progress to see if interventions are successful or if any new interventions need to be put in place. If new interventions are needed, 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 administration team are in classrooms every day observing. The reading and math coach and the InSS are also in classrooms every day as observers and also coaching the teacher on how to implement new ideas to support the students to meet/exceed grade level requirements.

The assistant principal and guidance counselor, 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 PBS (positive behavior support) is effective and what resources or training 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 (CollierTeacher Evaluation Model). The reading and math coach and InSS support the teachers with evaluation concerns and help teachers work towards effective and highly effective 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 Math coach assists elementary and secondary math teachers with math strategies. She helps plan lessons that are rigorous, engaging, include writing, and are aligned to state standards. She 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. She assists teachers in differentiating lessons and/or meeting the needs of students.

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 and Intervention Support Specialist (InSS). Our administrative team meets weekly. 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), 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, My Reading Coach, LLI (Leveled Literacy Intervention), Ticket to Read, 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. Title I Part A, Title II Part A and IDEA fund exam reimbursements to ensure staff meet HQT

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Candi Hendrickson	Education Support Employee
Parker Oglesby	Parent
Tina Collins	Parent
Bob Spano	Principal
Anna Yacono	Teacher
Vicky Wells	Parent
Parker Oglesby	Parent
Brittany Smallwood	Parent
Donna Pace	Parent
Marlene Dimas	Teacher
Billy Synder	Parent
Amanda Thrasher	Parent
Tod Dahlke	Parent
Joe West	Business/Community
Savannah Oglesby	Student
Dalton Patt	Student

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

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 18th 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.

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 2014-2015 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.

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.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Wheeler, Michele	Instructional Coach
Ragusa, James	Assistant Principal
Spano, Robert	Principal
Secory, Shana	Teacher, K-12
Lee, Sarah	Teacher, K-12
Dimas, Marlene	Teacher, ESE
Yacono, Ana	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

- 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.

Public and Collaborative Teaching

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

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

The 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 help with planning differentiated instruction and strategies even though teachers teach different grade levels.

ELA and Math teachers at the middle school level have common planning in order to better collaborate for student needs and strategies.

Once a month at a staff meeting EVG staff members are positively recognized by other EVG staff members in the building. The sunshine committee has monthly socials and celebrations. Staff member of the week is highlighted on the school's sign for staff and 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 and 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

1. Professional Learning

- Regularly scheduled Professional Learning to 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, 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
- Sunshine committee provides monthly activities and socials
- Babe Ruth award - principal announces staff accolades from other staff members at monthly faculty meeting

- Involve teachers in meaningful decision making

6. 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

7. 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 a yearly travel supplement.

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

Two CTEM (Collier Teacher Evaluation Model) Teacher Leaders are 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 meeting are held bi-weekly and staff meetings are scheduled monthly. In addition, time is allotted for modeling, observations, and assisting with whatever the need might be. We all work together to make the new teacher feel welcomed and appreciated.

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 professional development designed and provided by both our district and school staff will help to ensure our core instructional programs and materials are aligned to Florida's standards. In addition, we are making use of the CPALMS website and Regional Manager, Michael Green. Michael will be scheduled to visit our campus to provide support and training to our instructional staff with a focus on the Florida Standards.

We are a small school so it makes it easy for our administrative team to observe in all classrooms every day. Through the visibility of our administrative team we can assist staff who are experiencing any difficulties aligning their curriculum to the standards. Our quarterly assessments will also be used as a measuring stick to gauge the progress that students are making to master the standards. EVG teachers follow the district created curriculum maps which include the LAFS (Language Arts Florida Standards) as well as posting the standards for our lessons on the boards in the classrooms, the standards are also included in the lesson plans.

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. 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

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 the teacher and students in 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 grade-level teams bi-weekly to analyze progress monitoring data and quarterly benchmark assessment data and discuss adjustments to instructional strategies and small groups. Based on the data analysis, decisions are made about utilization of resource teachers, 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.

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: 5,400

After School Tutoring funded with Title I dollars – Runs from October through April, 4 days a week for 1 hour each day. This is available to grades 3-12. The students are tutored in both math and reading. Level 1 and 2 students are targeted for additional support in reading and math strategies. Due to the size of the school, EVG is able to allow levels 3 to join for additional enrichment in order to maintain a level 3 or higher.

After School Safe School Activities – Clubs meeting throughout the year to provide safe activities for students.

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-FS, Baseline and Quarterly Assessments in multi-subject areas, state assessments, and PSAT. The students are monitored weekly with Achieve 3000 and FASTT Math.

Strategy: Summer Program

Minutes added to school year: 5,760

At-risk elementary and middle school students will receive additional support in math and reading. The students will be given remediation in reading and/or math. The teachers will work with small groups based on needs and rotate students through iReady and guided instruction with the teacher.

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

Spano, Robert, spanoro@collierschools.com

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

The students will be monitored through iReady. The students were given a pre-test and then monitored throughout the lessons. Teachers will remediate or enrich based on data.

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

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

EVG houses its own pre-k 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 pre-k to K is very easy 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 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 pre-k 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).

Since EVG also houses grades 6-8, 5th grade teachers are able to communicate with the middle school teachers on preparing them for middle school. Middle school held a Rising 6th Grade Parent Orientation Night where parents learned about the 6th grade course selection process – what core classes were required and what related arts classes were available. There was a (district template)PowerPoint highlighting the many programs and activities at the respective middle schools. 5th graders also toured the middle school area and met the middle school teachers to get familiarized with the middle school. The 5th graders also heard from current 6th graders.

8th graders also have the same opportunity where they 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. They also get a chance to visit the two nearby technical schools, Florida Gulf Coast University, and Florida Southwestern College.

Students with disabilities are supported when transitioning to high school, but being provided a case manager and meeting with their case manager on how to build 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.

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

High School Career Academies and CE program teachers encourage all students to complete or update the FACTS.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. Many CE students and all seniors are encouraged to earn a Florida Ready to Work certificate at the highest level possible. Students are also encouraged to take the appropriate pre-assessments in applied reading, applied math, and locating information tests which are a component of the Florida Ready to Work program. IEPs will incorporate the student's academic and career planning and guide course selection based on the needs, interests and strengths of the student. .

Details here may reflect the efforts to increase those areas measured on the High School Feedback

Report, including the number of students who:

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 supported 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 take a college entrance exam such as the SAT or ACT. Students who are still lacking the required score are pulled additional times 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. 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. Students also have the opportunity to earn the Florida Ready to Work Credential which is designed to demonstrate to future employers the reading and mathematics skills of the students. The purpose of both credentials is to integrate real world skills and abilities to the instructional objectives for both career and academic courses. EVG also offers Agriscience, Aquaculture 1,2, 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. This year at EVG, an Entrepreneurship class will be offered and area business members will talk to students about the important skills, education, requirements, and planning needed to run a successful business. The Entrepreneurship class is going to collaborate with a local community member and have EVG's first Fish Fry. Secondary schools offer career fairs which serve to inform students of career and training opportunities in the county.

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

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

High School Career counselor encourages all students to complete or update the FACTS.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 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. Many CE students and all seniors are encouraged to earn a Florida Ready to Work certificate at the highest level possible. Students are also encouraged to take the appropriate pre-assessments in applied reading, applied math, and locating information tests which are a component of the Florida Ready to Work program.

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 1,2, 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.

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
- Focus on FACTS.org as planning tool for college and technical school enrollment
- 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
- Encourage students to earn Florida Ready to Work certificates and utilize career and college planning on-line assistance

High School guidance counselor encourages all students to complete or update the FACTS.org planning document each school year. 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. 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. Many CE students and all seniors are encouraged to earn a Florida Ready to Work certificate at the highest level possible. Students are also encouraged to take the appropriate industry certifications assessments that lead to career and college readiness.

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 1,2,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. This year at EVG, an Entrepreneurship class will be offered and area business members will talk to students on the important skills, education, requirements, and planning needed to run a successful business

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 initiated our dual enrollment program last year and 15% of the juniors and seniors are participating in

it this year. 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 1,2,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. This year at EVG, an Entrepreneurship class will be offered and area business members will talk to students on the important skills, education, requirements, and planning needed to run a successful business

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 FACTS.org as planning tool for college and technical school enrollment
- Increased utilization of technical school dual enrollment as stepping stone to other post-secondary programs

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 improve.

Strategic Goals Detail

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

G1. If teachers understand that literacy skills are the basis for comprehending all content and embed specific writing skills into lesson plans, then student achievement will improve. 1a

G038414

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	74.0
Math Gains	63.0

Resources Available to Support the Goal 2

- Vocabulary from across all contents, Title I resources including Math and Reading coaches, District personnel, Achieve 3000, Literacy strategies, Lesson plan templates from District website, materials (printers/computers, notebooks), District lesson plan check-off list, science teachers integrating science notebook or utilize "Interactive Science Notebooks", Discovery Education (writing prompts and media), CPALMS, Padlet, Angel, quizlet, District trainings, Kagan structures, District gifted resources and professional developments tailored to unique needs of each school in the areas of differentiation, rigor, engagement, WEBB's Depth of Knowledge, developing higher order questioning, Socratic Seminar, Kagan structures to support gifted teacher strategies, and teacher strategies as it impacts student achievement, FSA portal, and elementary educators are integrating science non-fiction resources within their literacy block.

Targeted Barriers to Achieving the Goal 3

- All teachers are not trained to be reading and writing instructors. Content teachers usually only focus on their content.

Plan to Monitor Progress Toward G1. 8

Student Achievement

Person Responsible

Robert Spano

Schedule

Quarterly, from 8/18/2014 to 5/1/2015

Evidence of Completion

Lesson Plans, PLC notes, FAIR-FS, Achieve 3000, quarterly benchmark assessments, teacher custom assessments, student samples, IEP meetings, Teacher Observations, data dialogue discussions, Data warehouse notes for parent conferences, and student data chats.

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 improve. **1**

 G038414

G1.B1 All teachers are not trained to be reading and writing instructors. Content teachers usually only focus on their content. **2**

 B092174

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

 S103072

Strategy Rationale

New Florida assessments embed and require written responses and all students are not prepared for written responses. All teachers are also not trained on the latest reading and writing strategies since content teachers were trained on only teaching their content.

Action Step 1 **5**

Provide teachers reading/ writing integration professional development prior to the start of school.

Person Responsible

Robert Spano

Schedule

On 8/22/2014

Evidence of Completion

Professional Development sign-in sheets, PLC minutes and logs, District trainings, PDAP/ EQUiP, Lesson Plans, Teacher Observations, Custom Assessments for Student Achievement and Benchmarks for progress monitoring, and student interactive notebooks/ journals

Action Step 2 5

Provide teachers on-going literacy strategies professional development.

Person Responsible

Robert Spano

Schedule

Monthly, from 9/9/2014 to 5/29/2015

Evidence of Completion

Lesson Plans, Lesson Plan checklists, Teacher Observations, Custom Assessments for Student Achievement and Benchmarks for progress monitoring, student interactive notebooks/journals, and Professional Learning Community meeting minutes and sign-in sheets, Professional Development training sign-in sheets (school/district), PDAP/EQUIP, Reading/Math coaches logs, Student-led conferences notes, FAIR-FS, Achieve 3000

Action Step 3 5

Provide teachers/staff on implementation of interactive notebooks.

Person Responsible

Robert Spano

Schedule

Semiannually, from 9/16/2014 to 3/24/2015

Evidence of Completion

Student interactive notebooks, Professional development training sign-in sheets, PLC minutes and sign in sheets, lesson plans, lesson plan checklist

Action Step 4 5

Teachers will be trained in writing summaries and strategies how to effectively utilize summaries.

Person Responsible

Michele Wheeler

Schedule

Semiannually, from 10/21/2014 to 4/28/2015

Evidence of Completion

Student work samples/notebooks, lesson plans, PD sign-in sheets, administration and teacher observations

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

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

Person Responsible

Robert Spano

Schedule

Quarterly, from 8/25/2014 to 4/24/2015

Evidence of Completion

Lesson Plans, PD sign-in sheets, PLC notes in Data Warehouse, teacher observations, Collier Teacher Evaluation Model (CTEM), FAIR-FS data, Achieve 3000 and student samples

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

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

Person Responsible

Robert Spano

Schedule

Quarterly, from 8/25/2014 to 4/24/2015

Evidence of Completion

Student work samples, lesson plans, CTEM observations, teacher observations, PLC notes, FAIR-FS, Achieve 3000, and benchmark assessment data

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). 4

 S112395

Strategy Rationale

New 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. All teachers are also not 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 new state assessments, literacy requirements, and implementation strategies prior to the start of school.

Person Responsible

Robert Spano

Schedule

On 8/22/2014

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

Robert Spano

Schedule

Quarterly, from 9/9/2014 to 5/29/2015

Evidence of Completion

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

Action Step 3 5

Provide math teachers with Kagan literacy strategies for math

Person Responsible

Diane Strum

Schedule

On 11/14/2014

Evidence of Completion

Professional development notes and sign-in sheets, Lesson Plans, Teacher Observations, Custom Assessments for Student Achievement and Benchmarks for progress monitoring, and student work samples

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

Robert Spano

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Lesson Plans, Teacher Observations, PLC notes, FAIR-FS, Achieve 3000, 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

Robert Spano

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

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

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 teachers reading/ writing integration professional development prior to the start of school.	Spano, Robert	8/18/2014	Professional Development sign-in sheets, PLC minutes and logs, District trainings, PDAP/EQuIP, Lesson Plans, Teacher Observations, Custom Assessments for Student Achievement and Benchmarks for progress monitoring, and student interactive notebooks/journals	8/22/2014 one-time
G1.B1.S2.A1	Provide teachers professional development on new state assessments, literacy requirements, and implementation strategies prior to the start of school.	Spano, Robert	8/18/2014	Professional development sign-in sheets, PLC minutes and conference notes, district trainings	8/22/2014 one-time
G1.B1.S1.A2	Provide teachers on-going literacy strategies professional development.	Spano, Robert	9/9/2014	Lesson Plans, Lesson Plan checklists, Teacher Observations, Custom Assessments for Student Achievement and Benchmarks for progress monitoring, student interactive notebooks/journals, and Professional Learning Community meeting minutes and sign-in sheets, Professional Development training sign-in sheets (school/district), PDAP/EQuIP, Reading/Math coaches logs, Student-led conferences notes, FAIR-FS, Achieve 3000	5/29/2015 monthly
G1.B1.S2.A2	Provide teachers, staff, and parents with ongoing literacy professional development throughout the school year.	Spano, Robert	9/9/2014	Lesson Plans, Teacher Observations, FAIR-FS, Achieve 3000, Custom Assessments for Student Achievement and Benchmarks for progress monitoring, Professional Learning Community minutes, and student interactive notebooks/journals	5/29/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.A3	Provide math teachers with Kagan literacy strategies for math	Strum, Diane	9/23/2014	Professional development notes and sign-in sheets, Lesson Plans, Teacher Observations, Custom Assessments for Student Achievement and Benchmarks for progress monitoring, and student work samples	11/14/2014 one-time
G1.B1.S1.A3	Provide teachers/staff on implementation of interactive notebooks.	Spano, Robert	9/16/2014	Student interactive notebooks, Professional development training sign-in sheets, PLC minutes and sign in sheets, lesson plans, lesson plan checklist	3/24/2015 semiannually
G1.B1.S1.A4	Teachers will be trained in writing summaries and strategies how to effectively utilize summaries.	Wheeler, Michele	10/21/2014	Student work samples/notebooks, lesson plans, PD sign-in sheets, administration and teacher observations	4/28/2015 semiannually
G1.MA1	Student Achievement	Spano, Robert	8/18/2014	Lesson Plans, PLC notes, FAIR-FS, Achieve 3000, quarterly benchmark assessments, teacher custom assessments, student samples, IEP meetings, Teacher Observations, data dialogue discussions, Data warehouse notes for parent conferences, and student data chats.	5/1/2015 quarterly
G1.B1.S1.MA1	Assess implementation of enhanced instructional literacy strategies through quarterly progress monitoring of key data points	Spano, Robert	8/25/2014	Student work samples, lesson plans, CTEM observations, teacher observations, PLC notes, FAIR-FS, Achieve 3000, and benchmark assessment data	4/24/2015 quarterly
G1.B1.S1.MA1	Use of effective strategies for instruction will be monitored through classroom observations by administration and teacher leaders.	Spano, Robert	8/25/2014	Lesson Plans, PD sign-in sheets, PLC notes in Data Warehouse, teacher observations, Collier Teacher Evaluation Model (CTEM), FAIR-FS data, Achieve 3000 and student samples	4/24/2015 quarterly
G1.B1.S2.MA1	Assess implementation of enhanced literacy instructional strategies through quarterly progress monitoring of key data points.	Spano, Robert	8/18/2014	Lesson Plans, PLC notes/minutes, Teacher Observations and Collier Teacher Evaluation Model, Achieve 3000, FAIR-FS, Custom Assessments for Student Achievement and Benchmarks for progress monitoring, data dialogue discussions, parent conferences in data warehouse, data chats, and student work samples	5/29/2015 quarterly
G1.B1.S2.MA1	Use of effective literacy strategies for instruction will be monitored through classroom observations by leadership and teacher leaders.	Spano, Robert	8/18/2014	Lesson Plans, Teacher Observations, PLC notes, FAIR-FS, Achieve 3000, Custom Assessments for Student Achievement and Benchmarks for progress monitoring, and student interactive notebooks/journals	5/29/2015 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 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 improve.

G1.B1 All teachers are not trained to be reading and writing instructors. Content teachers usually only focus on their content.

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

PD Opportunity 1

Provide teachers reading/ writing integration professional development prior to the start of school.

Facilitator

Administration and Academic Coaches

Participants

Instructional Staff

Schedule

On 8/22/2014

PD Opportunity 2

Provide teachers on-going literacy strategies professional development.

Facilitator

Administration and academic coaches

Participants

Instructional staff

Schedule

Monthly, from 9/9/2014 to 5/29/2015

PD Opportunity 3

Provide teachers/staff on implementation of interactive notebooks.

Facilitator

Administration, Academic Coaches, and District

Participants

Instructional staff

Schedule

Semiannually, from 9/16/2014 to 3/24/2015

PD Opportunity 4

Teachers will be trained in writing summaries and strategies how to effectively utilize summaries.

Facilitator

Reading and Math coaches, administration, and district

Participants

Instructional coaches

Schedule

Semiannually, from 10/21/2014 to 4/28/2015

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).

PD Opportunity 1

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

Facilitator

Administration and academic coaches

Participants

Instructional staff

Schedule

On 8/22/2014

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 9/9/2014 to 5/29/2015

PD Opportunity 3

Provide math teachers with Kagan literacy strategies for math

Facilitator

Academic coaches

Participants

Math teachers

Schedule

On 11/14/2014

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: If teachers understand that literacy skills are the basis for comprehending all content and embed specific writing skills into lesson plans, then student achievement will improve.	171,564
Grand Total	171,564

Goal 1: 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 improve.

Description	Source	Total
B1.S1.A1 - Provide student composition notebooks to teachers so teachers can utilize interactive notebooks within their classes. Purchase nonfiction (Science/History based) readers for the reading resource room so elementary teachers can use during guiding reading and intensive reading time. Create posters to help students with literacy strategies.	School Improvement Funds	1,500
B1.S1.A1 - Reading Coach	Title I Part A	75,538
B1.S1.A1 - Math Coach	Title I Part A	82,937
B1.S1.A2 - Purchase nonfiction books for the library so teachers can have access to nonfiction books to use within their lessons. Once teachers have used the books or recommended books that go with the curriculum then students can check out the books from the library.	School Improvement Funds	1,000
B1.S1.A2 - Purchase materials staff need to incorporate literacy strategies throughout all contents.	School Improvement Funds	800
B1.S2.A2 - After school program	Title I Part A	8,661
B1.S2.A2 - Parent Involvement - To provide a staff member who will coordinate 4 parent nights for state testing, Literacy, Math, and Science.	Title I Part A	500
B1.S2.A2 - Parent Involvement - To make copies for parent/school communication	Title I Part A	128
B1.S2.A3 - Purchase Write Mathematics from Kagan in order to train teachers to use literacy strategies when teaching math. Purchase composition notebooks so all students have a notebook to write.	School Improvement Funds	500
Total Goal 1		171,564