

Collier Elementary School SAE Summary Pages

ESL	Interdisciplinary	Reading	Math	Science
<p>1. Activate prior knowledge: Explicitly link concepts to English Language Learners (ELL) students' background and experience. Utilize Sheltered Instruction Observation Protocol (SIOP). Participate in English as a Second Language (ESL) Mainstream Teacher Training.</p>	<p>1. Implement the use of SmartBoards to increase students' knowledge in all content areas. Purchase materials, supplies, and provide for copier lease to support classroom instruction.</p>	<p>1. Implement MCPSS Reading Curr., PreK-5 with focus on content standards (AL COS, SAT10, ARMT, DIBELS, CRTs) using the newly adopted reading text, <i>Reading Street</i>. Use <i>SuccessNet /SmartBoards</i> to enhance the overall program.</p>	<p>1. Provide classroom intervention for non-proficient students using the following processes: modeling concepts while using manipulatives, instructing in small-group, reteaching, and providing computer-assisted instruction.</p>	<p>1. Develop and implement weekly writing, grammar/mechanics, spelling, and handwriting lesson plans, incorporating I do / we do / you do and conferencing in all grade levels.</p>
<p>2. Provide Comprehensible Input: (Contextualize content by using graphic organizers, visuals, realia, and manipulatives. Utilize SIOP. Participate in ESL Mainstream Teacher Training.</p>	<p>2. Utilize and implement differentiated instruction strategies provided through staff development. Provide aligned initial and ongoing professional development.</p>	<p>2. Continued implementation of ARI guidelines as defined by SDE.</p>	<p>2. Use rigorous assessments that are aligned to the AICOS and state assessments (ARMT/SAT10). Use open-ended questions frequently to allow students to develop math related communication and allow teachers to understand student thinking. (ARMT)</p>	<p>2. Model for students how to include expanded vocabulary and figurative language on their school-wide graphic organizers for each mode (with training and follow-up).</p>
	<p>3. Implement monthly departmental and bi-monthly grade level/subject area meetings to plan, implement, analyze classroom lessons, evaluate student work and disaggregate data from CRT's, SAT 10, ARMT and ADAW.</p>	<p>3. Implement <i>Accelerated Reader / Reading Renaissance</i> with an emphasis on scores $\geq 85\%$ and on monitoring the levels of the books in order to challenge student growth.</p>	<p>3. Identify a lead teacher to serve as a liaison between the System and the school, to assist with curriculum development, and to participate in lead teacher training and quarterly meetings.</p>	<p>3. Collaborate on grade level to adhere to the writing benchmarks, quarterly language arts pacing guides, and language arts grade book parameters (with training and follow-up).</p>
	<p>4. Participate in professional development in teaching literacy strategies in the areas of math, science, and social studies.</p>	<p>4. Students will be required to read a set number of nonfiction books established by LEA.</p>		<p>4. Utilize SmartBoard technology to strengthen and support grammar, mechanics, spelling, and writing instruction.</p>
	<p>Provide extended day tutorial programs to ensure student achievement of reading/math concepts as assessed by extended day monitoring form, progress reports, attendance data and collaboration forms.</p>	<p>5. Employ a Reading Intervention/Title I Facilitator and 2 instructional paraprofessionals to assist struggling readers.</p>		
	<p>Fully implements BBSST.</p>			

Inclusion	HQ Faculty	Strategies to Attract HQ	Parental Involvement	Transition
1. Special education teacher and paraprofessional schedules are based upon the level of support needed for each tier and are adjusted for student needs.	1. Secure official annual HQ status from Human Resources for all teachers and paraprofessionals. Ensure assignments are made based on HQ status and certification.	1. Establish mentor teachers for teachers new to the school and/or new to the district.	1. Assist families with parenting skills and setting home conditions to support children as students. Also, assist schools to better understand families. (parent resource centers, teacher/parent/student conferences)	1. Provide a middle school orientation session for fifth grade students.
2. Strategies for improving student performance are identified through continuous data analysis and used to accommodate and/or modify instruction and document IEP implementation.	2. Communicate district level initiatives for becoming HQ : MCPSS Tuition Reimbursement (Teachers and Paraprofessionals); HOUSSE; Praxis II; Workkeys	2. Establish procedures for interviewing, screening and recommending the most highly qualified applicants at the district and local level.	2. Conduct effective communications from school-to-home and from home-to-school about school programs and student progress. (annual Title I meeting, newsletters, emails, home/school folders)	2. Provide a spring orientation session for grade to grade transitioning through participation in cross grade visits, including pre-school students.
3. Special education teachers collaborate with general education teachers to provide instructional strategies, behavioral strategies, and/or accommodations/modifications.	3. Secure brief updates each semester from non-HQ teachers and paraprofessionals summarizing progress toward HQ goals.	3. New, novice, and teachers new to district participate in appropriate New Teacher Induction programs (New Teacher Orientation, Alabama Teacher Mentor Program, and other new teacher induction activities).	3. Organize volunteers and audiences to support the school and students. Provide volunteer opportunities in various locations and at various times. (PTA, Partners in Education, volunteers for Santa Shop, Field Day, fall fundraiser)	3. Coordinate and utilize information on "at-risk" students who transfer for placement and instructional purposes.
4. A paraprofessional will be assigned to a resource or inclusive setting to assist with second delivery of instruction, crisis management, and/or IEP implementation.	4. PEPE orientation for professional staff members on full evaluation and administrator training and follow-up, as required by the state.		4. Involve families with their children on homework and other curriculum-related activities and decisions.	
5. A special education teacher will "push in" the general education classroom for first delivery of instruction and "pull out" for second delivery of instruction.			5. Develop parent leaders and representatives. Include families as participants in school decisions such as the 1% set aside funds and surveys for LEA Parent Involvement Plan.	