

Hector A. Cafferata Jr Elementary School

250 SANTA BARBARA BLVD N, Cape Coral, FL 33993

<http://hac.leeschools.net/>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	65%

School Grades History

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

**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 Lee 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 Hector A. Cafferata Jr Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	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.

The mission of Cafferata Elementary School is to instill in each child a sense of self worth, independence, and responsibility, which will enable each student to become a life-long learner, and productive, cooperative citizen.

b. Provide the school's vision statement.

Cafferata Elementary School seeks to create a challenging learning environment that encourages high expectations for success through differentiated instruction that allows for individual differences and learning styles. Our school promotes a safe, orderly, caring, and supportive environment. We strive to have our parents, teachers, and community members actively involved in our students' learning.

2. School Environment

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

The ESOL contact reviews the students' home language survey for information about the language spoken at home and cultural background. At the beginning of the school year, the classroom teacher distributes a student information sheet to gather optional data about students and their families as a means of building relationships between teachers and students.

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

Adults are strategically placed in several locations throughout the school to monitor students as they enter and exit the building each day. In addition, a safety patrol supervisor is appointed each year to organize the student safety patrol team who also monitors students as they enter and exit the building and to assist in insuring school-wide safety expectations are being followed. In addition, we are using the Second Step program as a means of developing students' social-emotional skills—including making friends, managing emotions, and solving problems—to set them on the path for social success and academic readiness.

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.

A positive behavior system is implemented throughout the school. The purpose of the program is to systematically teach and acknowledge appropriate behaviors, build capacity for all staff to address both positive and negative student behavior, intentionally seek to build positive, flexible environments based on review of data. The components of the program include: defining universal expectations, providing explicit behavior instruction, consistently acknowledging and correcting behavior, and thoughtfully applying and evaluating consequences.

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.

We have a full-time Professional School Counselor who provides classroom guidance lessons, small group sessions for students, and individual counseling for students. Additionally, she provides collaborative and cooperative services with other professionals in the building to ensure classroom activities and the environment are conducive to appropriate social and emotional growth. Also, cooperative services with parents and guardians to ensure and understand classroom, small group and individual activities and school environment are conducive to appropriate social and emotional growth.

We also have a part-time School Social Worker. All classrooms will be conducting Second Step lessons throughout the school year. The special area teachers are providing mentoring for students.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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 purpose of Cafferata's early warning system is to gather data and provide information to stakeholders on the likelihood that our students will reach key academic goals. We monitor attendance below 90 percent regardless of whether absence is excused or a result of out-of-school suspension, one or more suspensions whether in school or out of school, course failure in English Language Arts or Mathematics, and a Level 1 score on the statewide and standardized assessments in English Language Arts or mathematics. We have also implemented a Multi-Tiered Response Team, including resource teachers who provide targeted interventions and intense, individualized support to our selected students. Meetings to discuss strategies and interventions are held by the Multi-Tiered System of Support Team. The team includes the Intervention Support Specialist, Assistant Principal, Counselor, Primary Education Specialist, Teacher Leader, ESOL Contact, and parents/guardians. The school psychologist, behavior specialist, and speech pathologist are invited to attend as needed.

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	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	0	0	0	0	0

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

The Multi-Tiered System of Support Team at Cafferata handles students who have been identified by the early warning system and who suffer academically. A Multi-Tiered System of Support (MTSS) is an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention is delivered to students in varying multiple tiers, based on student need. The process begins with the teacher making the referral, followed by a core meeting with all members of the MTSS team. From there, the decision is made as to whether to proceed to Tier II or to maintain core interventions. The team continues to meet at scheduled intervals as long as the student remains in the MTSS process.

The school counselor conducts decision-making counseling sessions for students who have been suspended. Together, they create an action plan which includes behavior goals.

After ten absences, the social worker conducts a home visit to explain the importance of daily attendance to the parent/guardian and to offer support as applicable.

B. Family and Community Engagement

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

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

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/316998>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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 Parent-Involvement Coordinator reaches out to the local businesses identifying available resources that will be utilized throughout the school to benefit the on-going achievement of our students. Additional resources are sought to support the needs of our school's families.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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
Moreland, James	Principal
Molhem, Kimberley	Assistant Principal
Urrely, Monica	Instructional Coach
Archambault, Christine	Teacher, K-12
Persechino, Wendi	Teacher, K-12
Altman, Linda	Teacher, K-12
Wallace, Courtney	Teacher, K-12
Wills, Karen	Instructional Coach
O'Grady, Trudi	Teacher, K-12
Holowell, Ashley	Teacher, K-12
Howard, Shari	Teacher, K-12
Messineo, Sabrina	Other
Maughan, Christine	Other

b. Duties

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

The roles of each member are as follows:

Classroom Teacher

- Keep ongoing progress monitoring notes in a MTSS folder (curriculum assessments, STAR or FCAT scores, work samples, anecdotes) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
- Attend MTSS and PLC Team meetings to collaborate on & monitor students who are struggling
- Implement interventions designed by MTSS Team for students in Tier 2 & 3
- Deliver instructional interventions with fidelity

Intervention Support Specialist

- Facilitate MTSS Team meetings
- Train teachers in interventions, progress monitoring, differentiated instruction
- Provide support for teachers during implementation of Tier 2 & 3 interventions
- Keep progress monitoring notes & anecdotes of interventions implemented
- Administer screenings

Speech-Language Pathologist

- Attend MTSS Team meetings for some Tier 2 & Tier 3 students
- Completes Communication Skills screening for students unsuccessful with Tier 2 interventions
- Assist with Tier 2 & 3 interventions through collaboration, training, and/or direct student contact
- Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions

Principal/Assistant Principal

- Provide or coordinate valuable and continuous professional development
- Assign paraprofessionals to support MTSS implementation when possible
- Conduct classroom Walk-Throughs to monitor fidelity

MTSS Chair

- Facilitate implementation of MTSS in your building
- Assign paraprofessionals to support MTSS implementation when possible
- *Work with Primary Education Specialist, Resource Teachers, and Teacher Leaders to provide support needed for Tier 2 & Tier 3 students
- Attend MTSS Team meetings to be active in the MTSS change process
- Review & interpret progress monitoring data

School Psychologist

- Attend MTSS Team meetings on some students in Tier 2 & on all students in Tier 3
- Monitor data collection process for fidelity
- Collaborate with MTSS Team on effective instruction & specific interventions
- Incorporate MTSS data when guiding a possible ESE referral & when making eligibility decisions

ESE Teacher/Staffing Specialist

- Consult with MTSS Team regarding Tier 3 interventions
- Incorporate MTSS data when making eligibility decisions

Specialist (Behavior, OT, PT, ASD)

- Consult with MTSS Team
- Provide staff trainings

Social Worker

- Attend MTSS Team meetings when requested
- Conduct social-developmental history interviews and share with MTSS Team

ESOL/ELL Representative

- Attend all MTSS Team meetings for identified ELL students, advising and completing LEP paperwork
- Conduct language screenings and assessments
- *Provide ELL interventions at all tiers

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.

MTSS students will receive additional skill specific support based on current data.

Resource support - Title 1 funded team of 2 teachers and a primary education specialist

The primary education specialist pulled current data to identify students in the bottom 25% and assign resource teachers to deliver immediate intensive intervention (iii) on specific skill based individualized student need.

Primary Education Specialist, TIF Teacher Leaders, Intervention Support Specialist, and Resource Teachers push into classrooms to provide additional teacher support in curriculum, best practices, and professional development.

Title 1, Part A:

Title I, Title II and other programs coordinate through the SIP process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. All school improvement plans are reviewed at the district level for appropriate use of funds and effective use of resources. This district level review prevents duplication of services and facilitates coordination between school and departments. This collaboration ensures that all programs support schools.

Title 1, Part C Migrant:

Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students. Services include after school tutorials in reading and math; health services; and literacy workshops for parents as a result of the coordination of these funds. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title 1, Part D:

The facilities and schools coordinate with health services (mental and physical) and other social services to meet the need of students returning back to their assigned educational facility. The district Health Services, Student Services, Title I, Title III and ESE departments are all a part of the collaborative effort. For example: social workers from student services has the process and procedures in place to assist students and their families with social services for food stamps and other health services; the ESE Department has established a memorandum of understanding for assistance with housing and counseling services through Ruth Cooper and the Lutheran Service; vocational instructors establish partnership with businesses so students will have an opportunity to continue to develop their vocational skill.

Title II:

Title I coordinates with other programs funded under NCLB through the SIP (School Improvement Plan) process. Within this plan, schools complete a Professional Development Plan in collaboration with Title II. The PDP is concentrated in reading, math, science and writing to meet the needs of the targeted subgroups not making AYP. The PDP includes teachers, paraprofessionals, and administrators. As part of the School Advisory Council, parents are included in this planning process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. This collaboration ensures that all programs funded under NCLB use funds to support schools, not supplant district obligations. All school improvement plans are reviewed at the district level for appropriate use of funds and effectiveness. This district level review prevents duplication of services and facilitates coordination between agencies. Each school's SIP is reviewed by all stakeholders and submitted to the Board for approval. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title III:

Title I, Part A coordinates with Title III to expand academic enrichment opportunities for ELLs. These services include after school tutorials, professional development, supplemental scientifically research based resources and materials. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs. Heather Minore, the Parent Involvement Specialist coordinates Rosetta Stone learning opportunities. Non-English speaking parents come to Hector Cafferata Elementary School and utilize Rosetta Stone to learn to read and speak in English.

Title VI, Part B:

Not Applicable

Title X Homeless:

Title X coordinates with Title I, Part A, to provide comparable services to homeless children who are not attending Title I schools. By providing ongoing collaboration between Title X and Title I, Part A, program staff, the same services for homeless students in non Title I schools are provided to homeless students in Title I schools. In addition to serving homeless students not enrolled in Title I schools, funds are set-aside to provide services to homeless students who are attending Title I

schools. Homeless students who attend Title I school-wide or targeted assistance schools may have unique challenges that are not addressed by the regular Title I program at these schools. These challenges may create barriers to full participation in Title I programs and defeat the overarching program goal of helping all students meet challenging state standards. For instance, students who reside in shelters, motels, or other overcrowded conditions may not have a quiet place to study at the end of the day and may require extended after-school library time; tutoring and/or accessibility to tutoring as needed, school supplies, expedited evaluations, extended days/learning opportunities, Saturday schools, summer academic camps, coordination of services with shelters or other homeless service providers, or, a student who is dealing with the stress and anxiety associated with homelessness may not be able to focus on his or her studies and may benefit from school counseling services. Through Title I, Part A, or Title I, Part A, in conjunction with Title X, McKinney-Vento funding homeless students can take part in services that enable them to benefit more from a school's Title I program.

Supplemental Academic Instruction (SAI):

SAI is used to provide unique learning programs at schools. SAI funds are also used to fund summer school programs throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Violence Prevention Programs:

The Youth Coalitions within Lee County provide opportunities for partnerships between the District and other social services. These social services assist all at-risk students through after-school programs that include academic, social, and health services. Anticipated outcomes include a safe environment for children and increased academic achievement. Bullying prevention programs are offered throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Nutrition Programs:

Food and Nutrition Services offers healthy meals to all students. This includes ensuring that families are offered free and reduced lunch applications throughout the year. Many Title I schools have also developed "Backpack Programs" in which nutritious food is sent home in a backpack each weekend to struggling families to ensure that children and families have food throughout the week. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Housing Programs:

Not Applicable

Head Start:

Activities with Early Childhood include three blended VPK/Title I classrooms for four-year olds. This is a voluntary program that identifies high-risk students to receive a full year of educational opportunities. The benefits for students include readiness for Kindergarten and focusing on building literacy for early reading skills. The expected outcome is for the four-year old who participates in the programs to be able to perform at the readiness level in all areas of the kindergarten readiness screening. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Adult Education:

Adult Education partners with several Title I schools to offer ESOL classes for parents to learn English. Adult Education partners with Title I, Part A to offer paraprofessional classes to prepare paraprofessionals to take the qualifying test, ParaPro. Adult Education instructors review reading, math and writing skills, as well as test administration. Title I paraprofessionals benefit by becoming

highly qualified as defined by NCLB. The benefit of these classes is to help the monolingual parents learn English so that they can become more self-sufficient. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

CTE:

The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academics.

Job Training:

The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
James Moreland	Principal
Erica Mitchinson	Parent
Sindia Perez	Parent
Lilly Monroe	Business/Community
Tonya Bravo	Business/Community
Marti McVannel-Erwin	Teacher
Jenni Miranda	Parent
Madeline Badillo	Teacher
Oceola Jennings	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

For both goals, we do not have data in order to be able to evaluate last year's SIP. For Goal 1, Castle was not utilized due to glitches in the program. For Goal 2, we did not use the Gallop Teacher Engagement Survey.

b. Development of this school improvement plan

The SAC is composed of the principal and an appropriately balanced number of teachers, educational support employees, parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

c. Preparation of the school's annual budget and plan

Cafferata Elementary does not receive SIP funding.

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

We used \$3900 in funds to improve the usage and safety of our computer labs.

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

Yes

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
Moreland, James	Principal
Molhem, Kimberley	Assistant Principal
Howard, Shari	Teacher, K-12
Urrely, Monica	Instructional Coach
Wills, Karen	Instructional Coach
Archambault, Christine	Teacher, K-12
Persechino, Wendi	Teacher, K-12
Altman, Linda	Teacher, K-12
Wallace, Courtney	Teacher, K-12
O'Grady, Trudi	Teacher, K-12
Holowell, Ashley	Teacher, K-12
Messineo, Sabrina	Instructional Coach
Maughan, Christine	Other

b. Duties

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

For the 2016-2017 school year, the LLT will meet once a month with administration to support the needs of students and staff through the ongoing implementation of the core curriculum and academic plans. The LLT will also review the progress of the implementation of the PLCs and support the staff in both training needs and implementation. The LLT is also responsible for advising the ongoing process our Accelerated Reading Program and encouraging literacy in our students.

D. Public and Collaborative Teaching

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

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

The teachers on the LLT meet with their individual grade levels to share information presented each month and make decisions as needed for their team. Each week, the grade level teachers meet in PLCs to evaluate data and determine the best ways to meet the needs of their students.

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

Partnering new teachers with certified mentor teachers; Once a quarter progress monitoring meetings with administration; TIF teachers meet with and assist teachers to improve their teaching skills through coaching, walk abouts and modeling best practices. New teachers participate in APPLES required courses at the district level.

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

Hector Cafferata Elementary School is participating in the Teacher Leader program during the 2016-2017 school year. Teacher Leaders will be assigned to work with the selected students in the third and fifth grade for 40% of their daily schedule and will spend the additional 60% of their daily schedule working as teacher coaches, modeling lessons, assisting with classroom and behavior management, pulling data and assisting instructional staff on becoming more effective, and assisting teachers to become highly effective on their end of the year evaluation.

Mentor Teachers: Cassandra Duke/Krystal Yetman - Cassandra is a fourth grade classroom teacher who is ESE certified and coaching Krystal through the APPLES/ Mentoring Program; Monica Urrely/ Carey Hall - Monica is a Teacher Leader and coaching Carey through the APPLES/Mentoring Program; Trudi O'Grady/Alysha Graham - Trudi is a fifth grade classroom teacher and coaching Alysha through the APPLES/Mentoring Program; Monica Urrely/Isabela Welsh- Monica is a Teacher Leader and coaching Isabel through the APPLES/Mentoring Program; Maughn/Jacqueline Serrano-Maughn is a Behavioral Specialist and coaching Jacqueline through the APPLES/Mentoring Program;

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.

Teachers focus their daily instruction using curriculum that will best instruct students based on the Florida Standards. Teachers use the Florida Standards to drive their instruction.

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.

Each week in the grade level PLC meetings, teacher analyze the data to determine student needs and then identify appropriate resources for implementation to meet the needs of all students.

Teachers provide small group instruction that meets the specific needs of each homogeneous group of students whether they are meeting below grade level, on grade level, or above grade level expectations. In addition, push-in support is provided by resource teachers for selected students.

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: Extended School Day

Minutes added to school year: 3,240

Using the current STAR Reading/Math and My Sidewalks data along with individual performance on district progress monitoring, strengths and weaknesses will be determined to drive skill based instruction.

Strategy Rationale

Identifying specific needs from available data will guide the instruction ultimately impacting students academic success.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Wills, Karen, karenlm@leeschools.net

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

Ongoing data will be collected determining student progress by using STAR Reading/Math, classroom fluency reads, district reading progress monitoring, and math standards-based assessments along periodic formatives provided by the curriculum resources utilized for extended day.

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. Â§ 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.

Kindergarten orientation, Open house with classroom visits. Screening data will be collected and aggregated for the first 30 days of school using the FLKRS assessment. New students will be given the STAR Reading and Math tests by one of the Teacher Leaders and information provided to the classroom teacher. If student demonstrates an area of concern, information will be provided to the Primary Education Specialist and Intervention Support Specialist for MTSS watch status. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills. Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains in order to determine the need for changes to the instructional/intervention programs.

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.

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

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

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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 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.** All teachers will implement instructional delivery to students in multiple, differentiated levels of intensity, based on data.
- G2.** Improve social and emotional growth of students.

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. All teachers will implement instructional delivery to students in multiple, differentiated levels of intensity, based on data. **1a**

G082952

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	60.0
ELA/Reading Gains	56.0
ELA/Reading Lowest 25% Gains	55.0
FSA Mathematics Achievement	63.0
Math Gains	60.0
Math Lowest 25% Gains	55.0
FCAT 2.0 Science Proficiency	54.0

Targeted Barriers to Achieving the Goal **3**

- Lack of knowledge on how to differentiate instruction.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Administration
- Teacher Leaders
- Leadership Team
- Grade Level Chairs
- PLCs
- Grade Level Meeting Time
- Mastery Connect
- Read Works
- Ten Marks
- Professional Development
- Resource Teachers
- Compass
- Safari Montage
- Professional Development

Plan to Monitor Progress Toward G1. 8

We will know if teachers are able to deliver differentiated instruction when all teachers have it documented in their lesson plans and have been observed using differentiated instruction in the classroom.

Person Responsible

James Moreland

Schedule

Monthly, from 8/15/2016 to 5/19/2017

Evidence of Completion

Through observation and lesson plan documentation, we will increase from 60% of teachers to 100% of teachers that are implementing differentiated instruction strategies and activities,

G2. Improve social and emotional growth of students. 1a

G082953

Targets Supported 1b

Indicator	Annual Target
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Targeted Barriers to Achieving the Goal 3

- Negative student behavior affects learning environment and culture of the school.

Resources Available to Help Reduce or Eliminate the Barriers 2

- School counselor
- PBS team
- Second Step
- PBS plan
- PBS team
- Second Step

Plan to Monitor Progress Toward G2. 8

A review of how many Eagle Tokens were turned in this year.

Person Responsible

Kimberley Molhem

Schedule

Quarterly, from 8/15/2016 to 5/19/2017

Evidence of Completion

We will look at how many Eagle Tokens were used this school year and compare it to last year's Eagle Token usage to determine the effectiveness of achieving our goal.

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. All teachers will implement instructional delivery to students in multiple, differentiated levels of intensity, based on data. 1

G082952

G1.B4 Lack of knowledge on how to differentiate instruction. 2

B219925

G1.B4.S1 Provided instructional guidance to support teachers with differentiating instruction. 4

S232191

Strategy Rationale

If teachers are needing to provide differentiation of instruction to improve student achievement, they must be provided support.

Action Step 1 5

Identifying data to use to assist in making decisions on how to differentiate instruction

Person Responsible

Kimberley Molhem

Schedule

Quarterly, from 8/15/2016 to 5/19/2017

Evidence of Completion

Created formative and summative assessments, in-service records, PLC minutes.

Action Step 2 5

Sharing of differentiated activities.

Person Responsible

Kimberley Molhem

Schedule

Weekly, from 8/15/2016 to 5/19/2017

Evidence of Completion

PLC minutes

Action Step 3 5

Infusion of technology in the classroom for differentiation.

Person Responsible

Karen Wills

Schedule

Semiannually, from 8/15/2016 to 5/19/2017

Evidence of Completion

Lesson plans, roster of teachers who are trying to implement differentiation of instruction with technology.

Action Step 4 5

TIF Support for Differentiated Instruction

Person Responsible

Karen Wills

Schedule

Monthly, from 8/15/2016 to 5/19/2017

Evidence of Completion

TIF logs, walk-about records

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Administration will monitor to see if teachers are developing assessments that will assist in collect data in order to determine how to differentiated instruction.

Person Responsible

Kimberley Molhem

Schedule

Quarterly, from 8/15/2016 to 5/19/2017

Evidence of Completion

Master Connect formatives and summatives and PLC minutes.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Administration and PLC chairs will monitor to see if teachers are discussing strategies and using ways to differentiate instruction,

Person Responsible

James Moreland

Schedule

On 5/19/2017

Evidence of Completion

PLC minutes, observation of meetings, lesson plans

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Infusion of technology for differentiated instruction.

Person Responsible

Karen Wills

Schedule

Semiannually, from 8/15/2016 to 5/19/2017

Evidence of Completion

Compass logs, lesson plans

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

TIF Support

Person Responsible

Karen Wills

Schedule

Monthly, from 8/15/2016 to 5/19/2017

Evidence of Completion

Documentation from survey of teachers who would like support, TIF logs, Walk about documentation.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

We will know if teachers have received the support that they need to differentiate instruction when we see teachers applying their knowledge of differentiating instruction in the classroom.

Person Responsible

James Moreland

Schedule

On 5/19/2017

Evidence of Completion

Lesson plans, observations, walk throughs, PLC minutes, increased achievement in Reading, Math and Science scores.

G2. Improve social and emotional growth of students. 1

G082953

G2.B1 Negative student behavior affects learning environment and culture of the school. 2

B219926

G2.B1.S1 Students will be recognized when using appropriate behavior using the PBS Token System.

4

S232192

Strategy Rationale

Having students awarded when they are behaving appropriately will decrease negative behaviors and increase positive behaviors.

Action Step 1 5

Teachers will give Eagle tokens to students when they behave appropriately, demonstrating the SOAR expectations (S- Safe, O-Open to others, A- A plus attitude, R-Responsible).

Person Responsible

Kimberley Molhem

Schedule

Daily, from 8/15/2016 to 5/19/2017

Evidence of Completion

Students using Eagle tokens to buy items at the PBS store.

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

Collect Eagle Tokens from students at PBS store.

Person Responsible

Kimberley Molhem

Schedule

Daily, from 8/15/2016 to 5/19/2017

Evidence of Completion

Eagle Tokens collected each day will provide evidence of the fidelity of implementation.

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

A running record will be kept of how many tokens are being used.

Person Responsible

Kimberley Molhem

Schedule

Quarterly, from 8/15/2016 to 5/19/2017

Evidence of Completion

Ongoing running record of how many tokens are being used to purchase items at the PBS store.

G2.B1.S2 Second Step curriculum will be used to increase positive behavior. 4

S232193

Strategy Rationale

If students learn how to behave positively in situations, they will be more likely to chose positive behaviors.

Action Step 1 5

Teachers will utilize Second Step curriculum to teach students how to behavior appropriately in different situations.

Person Responsible

Martha McVannel-Erwin

Schedule

Weekly, from 8/15/2016 to 5/19/2017

Evidence of Completion

Lesson plans.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Monitoring Second Step Curriculum usage.

Person Responsible

James Moreland

Schedule

Weekly, from 8/15/2016 to 5/19/2017

Evidence of Completion

Lesson plans and observation.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Lesson plans will be monitored for Second Step Curriculum.

Person Responsible

James Moreland

Schedule

Weekly, from 8/15/2016 to 5/19/2017

Evidence of Completion

Lesson plans indicate teachers are using Second Step Curriculum.

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.MA1 M300661	We will know if teachers are able to deliver differentiated instruction when all teachers have it...	Moreland, James	8/15/2016	Through observation and lesson plan documentation, we will increase from 60% of teachers to 100% of teachers that are implementing differentiated instruction strategies and activities,	5/19/2017 monthly
G2.MA1 M300666	A review of how many Eagle Tokens were turned in this year.	Molhem, Kimberley	8/15/2016	We will look at how many Eagle Tokens were used this school year and compare it to last year's Eagle Token usage to determine the effectiveness of achieving our goal.	5/19/2017 quarterly
G1.B4.S1.MA1 M300656	We will know if teachers have received the support that they need to differentiate instruction when...	Moreland, James	8/15/2016	Lesson plans, observations, walk throughs, PLC minutes, increased achievement in Reading, Math and Science scores.	5/19/2017 one-time
G1.B4.S1.MA1 M300657	Administration will monitor to see if teachers are developing assessments that will assist in...	Molhem, Kimberley	8/15/2016	Master Connect formatives and summatives and PLC minutes.	5/19/2017 quarterly
G1.B4.S1.MA3 M300658	Administration and PLC chairs will monitor to see if teachers are discussing strategies and using...	Moreland, James	8/15/2016	PLC minutes, observation of meetings, lesson plans	5/19/2017 one-time
G1.B4.S1.MA4 M300659	Infusion of technology for differentiated instruction.	Wills, Karen	8/15/2016	Compass logs, lesson plans	5/19/2017 semiannually
G1.B4.S1.MA5 M300660	TIF Support	Wills, Karen	8/15/2016	Documentation from survey of teachers who would like support, TIF logs, Walk about documentation.	5/19/2017 monthly
G1.B4.S1.A1 A297049	Identifying data to use to assist in making decisions on how to differentiate instruction	Molhem, Kimberley	8/15/2016	Created formative and summative assessments, in-service records, PLC minutes.	5/19/2017 quarterly
G1.B4.S1.A2 A297050	Sharing of differentiated activities.	Molhem, Kimberley	8/15/2016	PLC minutes	5/19/2017 weekly
G1.B4.S1.A3 A297051	Infusion of technology in the classroom for differentiation.	Wills, Karen	8/15/2016	Lesson plans, roster of teachers who are trying to implement differentiation of instruction with technology.	5/19/2017 semiannually
G1.B4.S1.A4 A297052	TIF Support for Differentiated Instruction	Wills, Karen	8/15/2016	TIF logs, walk-about records	5/19/2017 monthly
G2.B1.S1.MA1 M300662	A running record will be kept of how many tokens are being used.	Molhem, Kimberley	8/15/2016	Ongoing running record of how many tokens are being used to purchase items at the PBS store.	5/19/2017 quarterly
G2.B1.S1.MA1 M300663	Collect Eagle Tokens from students at PBS store.	Molhem, Kimberley	8/15/2016	Eagle Tokens collected each day will provide evidence of the fidelity of implementation.	5/19/2017 daily
G2.B1.S1.A1 A297053	Teachers will give Eagle tokens to students when they behave appropriately, demonstrating the SOAR...	Molhem, Kimberley	8/15/2016	Students using Eagle tokens to buy items at the PBS store.	5/19/2017 daily
G2.B1.S2.MA1 M300664	Lesson plans will be monitored for Second Step Curriculum.	Moreland, James	8/15/2016	Lesson plans indicate teachers are using Second Step Curriculum.	5/19/2017 weekly
G2.B1.S2.MA1 M300665	Monitoring Second Step Curriculum usage.	Moreland, James	8/15/2016	Lesson plans and observation.	5/19/2017 weekly
G2.B1.S2.A1 A297054	Teachers will utilize Second Step curriculum to teach students how to behavior appropriately in...	McVannel-Erwin, Martha	8/15/2016	Lesson plans.	5/19/2017 weekly

V. Professional Development Opportunities

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

G1. All teachers will implement instructional delivery to students in multiple, differentiated levels of intensity, based on data.

G1.B4 Lack of knowledge on how to differentiate instruction.

G1.B4.S1 Provided instructional guidance to support teachers with differentiating instruction.

PD Opportunity 1

Identifying data to use to assist in making decisions on how to differentiate instruction

Facilitator

Kim Molhem

Participants

Cara Corbett, Ashley Holowell, Dawn Leepper, Sara Murowski, Chris Archambault, Kalina Arter, Chelsea Pescatrice, Dora Graham, Cassie Duke, Wendy Persechino, Trudi O'Grady, Tracy Toomey

Schedule

Quarterly, from 8/15/2016 to 5/19/2017

PD Opportunity 2

Sharing of differentiated activities.

Facilitator

PLC Chairs

Participants

Grade Level Teachers

Schedule

Weekly, from 8/15/2016 to 5/19/2017

PD Opportunity 3

Infusion of technology in the classroom for differentiation.

Facilitator

Karen Wills and Cassandra Duke

Participants

Teachers

Schedule

Semiannually, from 8/15/2016 to 5/19/2017

PD Opportunity 4

TIF Support for Differentiated Instruction

Facilitator

Karen Wills and Monica Urrely

Participants

Teachers

Schedule

Monthly, from 8/15/2016 to 5/19/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B4.S1.A1	Identifying data to use to assist in making decisions on how to differentiate instruction	\$0.00
2	G1.B4.S1.A2	Sharing of differentiated activities.	\$0.00
3	G1.B4.S1.A3	Infusion of technology in the classroom for differentiation.	\$0.00
4	G1.B4.S1.A4	TIF Support for Differentiated Instruction	\$0.00
5	G2.B1.S1.A1	Teachers will give Eagle tokens to students when they behave appropriately, demonstrating the SOAR expectations (S- Safe, O-Open to others, A- A plus attitude, R- Responsible).	\$0.00
6	G2.B1.S2.A1	Teachers will utilize Second Step curriculum to teach students how to behavior appropriately in different situations.	\$0.00
Total:			\$0.00