



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Rayma C. Page Elementary School

17000 S TAMIAMI TRL

Ft Myers, FL 33908

239-432-2737

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

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 56%
Alternative/ESE Center No	Charter School No	Minority Rate 48%

School Grades History

2013-14 A	2012-13 A	2011-12 A	2010-11 A	2009-10 A
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

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 two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Rayma C. Page Elementary School

Principal

Susan Caputo

School Advisory Council chair

Jillian Fiora

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Susan Caputo	Principal
Diane Sherman	Assistant Principal
Jennifer Lias	Curriculum
Melissa Robinson	Technology Specialist
Jillian Fiora	Teacher

District-Level Information

District

Lee

Superintendent

Dr. Nancy J Graham

Date of school board approval of SIP

10/22/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students, parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

SAC Membership is as follows:

- Name Position
- Fiora, Jillian Teacher SAC Chair
- Slichter, AleidaTeacher DAC
- Robinson, MelissaTeacher
- Caputo, Susan..... Administratortor
- Rueda, Elsa Support Staf
- Arango, JaimeSupport Staff

Tanner, RichardBusiness
 Girado, MichaelCommunity
 Piccirillo, Monica.....Parent
 Miter, Marissa.....Parent
 Dwyer, Tina.....Parent
 Lay, Donna.....Parent
 George, Patti.....Parent

Involvement of the SAC in the development of the SIP

The School Improvement Plan is written. There is a question and answer period to discuss the plan. The plan is brought before the committee for approval.

Activities of the SAC for the upcoming school year

A notice was sent out to all Rayma C. Page parents concerning our SAC meeting. The SAC met on September 24, 2013. The School Improvement Plan was presented to all members. SAC members will meet to share ideas and work together to set attainable goals and solve school-based challenges.

Projected use of school improvement funds, including the amount allocated to each project

Teachers will work together in Professional Learning Communities (PLCs) to complete Curriculum Planning, analyze data and share research-based instructional strategies. Substitutes and materials are requested to allow for the above activities to take place.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Susan Caputo		
Principal	Years as Administrator: 35	Years at Current School: 8
Credentials	Bachelors of Art in Psychology with a minor in Elementary Education (Newton College of the Sacred Heart) Masters Degree in Elementary School Administration (Providence College) Certificate: Grades 1-6 Elementary Education; Educational Leadership	
Performance Record	School Grade 2012-2013: A School Grade 2011-2012: A School Grade 2010-2011: A School Grade 2009-2010: A School Grade 2008-2009: A School Grade 2007-2008: A School Grade 2006-2007: A School Grade 2005-2006: B	

Diane Sherman		
Asst Principal	Years as Administrator: 7	Years at Current School: 2
Credentials	Bachelors of Science in Physical Education (University of Ottawa) Masters Degree in Elementary Education (NOVA Southeastern University) Specialist Degree in Educational Leadership (NOVA Southeastern University) Certificate: Grades 1-6 Elementary Education; Educational Leadership: Biology; Physical Education ESOL Endorsement	
Performance Record		

Classroom Teachers

# of classroom teachers	58
# receiving effective rating or higher	49, 84%
# Highly Qualified Teachers	98%
# certified in-field	57, 98%
# ESOL endorsed	39, 67%

reading endorsed

12, 21%

with advanced degrees

19, 33%

National Board Certified

1, 2%

first-year teachers

9, 16%

with 1-5 years of experience

22, 38%

with 6-14 years of experience

17, 29%

with 15 or more years of experience

10, 17%

Education Paraprofessionals

of paraprofessionals

17

Highly Qualified

17, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

2

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Weekly meetings with teachers targeting classroom procedures, management, instructional strategies and overall support.

Partnering new teachers or teachers with less than 2 years experience with veteran staff.

Ensuring that all teachers meet requirements and are a match to the school culture.

Providing administrative and instructional support.

Weekly Grade Level PLC to plan curriculum mapping and instruction.

Use of Rayma C. Page website to highlight school resources.

Encouraging peer observation and peer coaching opportunities Principal, Asst. Principal and Curriculum Specialist.

Weekly Professional Development Trainings related to High Yield Instructional Strategies, the Common Core State Standards, curriculum needs and technology.

Collaborative Grade Level Lesson Planning.

Assigning leadership roles and responsibilities to highly effective teachers.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

The Assistant Principal will meet bi-monthly with all APPLES teachers to review Harry Wong book and video.

Principal will provide overview of Teach Like a Champion strategies to ensure high levels of student engagement.

The mentor and mentee will meet weekly in a professional learning community to discuss evidence based strategies, to review academic plans, to plan instructional pacing and to analyze data. The pairs will also discuss student progress and analyze student work.

The mentor and mentee will meet weekly in a professional learning community to discuss evidence based strategies, to review academic plans, to plan instructional pacing and to analyze data. The pairs will also discuss student progress and analyze student work.

The rationale for pairing is based on grade level, new teacher needs and mentor teacher expertise.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The MTSS Leadership Team at Rayma C. Page Elementary meets on a regular basis to analyze school and/or

student progress data (behaviorally through PBS or academically) to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students

are being met within a multi-tiered system of student reports. The team uses the five-step problem solving

process as outlined in the district's Response to Intervention Manual.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Jennifer Lias, Curriculum Specialist, MTSS Chairperson, ESOL Contact

Susan Griffith, ESE Teacher

Kathy Schell, Speech-Language Pathologist

Larry Blythe, Speech-Language Pathologist

Melissa Robinson, Technology Specialist

Diane Sherman, Assistant Principal

Susan Caputo, Principal

Miriam Thiele, School Psychologist

Classroom Teacher

- Keeps ongoing progress monitoring notes in an RtI folder (FAIR, curriculum assessments, SAT 10 or FCAT

scores, work samples, anecdotal) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing

- Attend MTSS Team meetings to collaborate on and monitor students who are struggling

- Implement interventions designed by RtI Team for students in Tier II & III

- Deliver instructional interventions with fidelity

Reading or Math Coach/Specialist

- Attend MTSS Team meetings
- Train teachers in interventions, progress monitoring, differentiated instruction
- Implement Tier II & III interventions
- Keep progress monitoring notes & anecdotes of interventions implemented
- Administer screenings
- Collect school-wide data for team to use in determining at-risk students

Speech-Language Pathologist

- Attend MTSS Team meetings for some Tier II & Tier III students
- Complete Communication Skills screening for students unsuccessful with Tier II interventions
- Assist with Tier II & III 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

- Facilitate implementation of MTSS
- Provide or coordinate valuable and continuous professional development
- Assign paraprofessionals to support MTSS implementation when possible
- Attend MTSS Team meetings to be active in the RtI change process
- Conduct classroom Walk-Throughs to monitor fidelity

Curriculum Specialist

- * Take notes during meeting and share with all involved
- Schedule and attend MTSS Team meetings
- Maintain log of all students involved in the MTSS process
- Send parent invites
- Complete necessary MTSS forms
- Conduct social-developmental history interviews when requested

School Psychologist

- Attend MTSS Team meetings on some students in Tier II and all students in Tier III
- Monitor data collection process for fidelity
- Review & interpret progress monitoring data
- * Administer screenings as requested
- 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 III 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
- * Hold ELL (pre-RtI) meetings and take to MTSS team as outlined in ELL MTSS requirements
- Conduct language screenings and assessments
- Provide ELL interventions at all tiers

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The Lee County School District has developed a comprehensive training plan for faculty and staff. School based MTSS contacts and administrators have been identified and are provided on-going staff

development training regarding the MTSS problem-solving process throughout the school year in the areas of problem identification, instructional best practices, curriculum supports, data analysis, implementation of supplemental and intensive interventions, and behavior management techniques. Additionally, district personnel provide coaching and modeling to assist schools with strategies that are designed to improve the educational outcomes for students with academic and behavioral needs within a multi-tiered system of student supports.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Rayma C. Page Elementary utilizes the district adopted data management system, Pinnacle Analytics. This allows the school comprehensive access to all school and district databases, thereby assisting with the detailed analysis of district, school, classroom, and student level data. These analyses assist with the tracking of student progress, management of diagnostic, summative, and formative assessment data, and the response of students to implemented interventions.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The Lee County School District has hired District level support personnel to sustain the implementation of the MTSS problem-solving process for all students within schools. They provide training, coaching, modeling, data analysis, and guidance to assist schools with the implementation of supplemental and intensive strategies designed to improve the educational outcomes for students with academic and behavioral needs within a multi-tiered system of student supports. These personnel are comprised of teachers with knowledge in effective instructional practices, data analysis, curriculum resources, behavior management techniques, research based practices, and problem-solving processes to support the academic and behavioral needs of students within a multi-tiered student support system.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program**Minutes added to school year:** 1,800

Students in Grades 3-5 will receive Before or After-school instruction from teachers who have been trained in intensive and remedial instructional strategies. Math common assessments, monthly writing assessments and science tests will be analyzed to determine students' areas of need. Teachers will work with students in small groups and individually. The first instructional session will concentrate on writing and will meet for 8 one hour sessions. The second instructional session will concentrate on Math and will meet for 14 one hour sessions. Teachers will also work with Fifth Grade students in the area of science for 8 one hour sessions.

SAI funds will be used for this activity.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

The above strategy will ultimately be deemed effective based on FCAT Math, FCAT Writing and FCAT Science data for spring 2014 assessment period. Student scores will be analyzed and compared to those students who did not attend the Extended Day program. We will also consider test grades and teacher observations.

Who is responsible for monitoring implementation of this strategy?

The administration is responsible for monitoring this strategy. Administration and teachers involved in the tutoring program will be responsible for the implementation of the Extended Day program.

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Susan Caputo	Principal
Diane Sherman	Asst. Principal
Jennifer Lias	Curriculum Specialist
Allison Fortuna	Teacher
Nancy Gibbons	Teacher
Kelley McAndrews	Teacher
Valerie Schulz	Teacher
Aleida Slichter	Teacher
Katherine Thaggard	Teacher
Rebecca Wallace	Teacher
Melissa Robinson	Technology Specialist

How the school-based LLT functions

The Literacy Leadership Team (LLT) will be organized by the Curriculum Specialist/Reading Contact. The LLT will meet once monthly to review information presented at the District's monthly Reading Contact meeting. The members will then be responsible to take the information back to each grade level and implement changes as necessary. The LLT will address reading questions/concerns.

Major initiatives of the LLT

During 2013-2014 school year the LLT will ensure that the following initiatives are supported and implemented:

- Common Core State Standards
- Professional Learning Communities
- DIVE Time (Daily Intervention and Enrichment Block for Reading)

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Preschool parents and children are invited to an Open House each spring. We provide a school tour and present a brief overview of the Kindergarten curriculum through presentation and question and answer period.

Students are assessed in the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Packets are then created for students who demonstrate deficits in targeted skills and are encouraged to practice over summer. Kindergarten Sight Words are also provided to all parents of incoming kindergarten students. The Kindergarten screening data is 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.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	68%	72%	Yes	71%
American Indian				
Asian				
Black/African American	68%	47%	No	71%
Hispanic	54%	62%	Yes	59%
White	78%	82%	Yes	81%
English language learners	38%	41%	Yes	45%
Students with disabilities	40%	35%	No	46%
Economically disadvantaged	64%	61%	No	68%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	101	29%	32%
Students scoring at or above Achievement Level 4	149	43%	46%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	20%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	28%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	136	64%	71%
Students in lowest 25% making learning gains (FCAT 2.0)	30	57%	60%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		46%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		28%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		22%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	93	77%	80%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		50%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	63%	71%	Yes	66%
American Indian				
Asian				
Black/African American	64%	40%	No	68%
Hispanic	49%	66%	Yes	54%
White	73%	78%	Yes	75%
English language learners	31%	51%	Yes	38%
Students with disabilities	38%	42%	Yes	45%
Economically disadvantaged	58%	63%	Yes	62%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	109	31%	34%
Students scoring at or above Achievement Level 4	139	40%	43%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		28%
Students scoring at or above Level 7	[data excluded for privacy reasons]		20%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	179	63%	66%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	145	61%	64%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	45	42%	45%
Students scoring at or above Achievement Level 4	22	21%	24%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		20%
Students scoring at or above Level 7	[data excluded for privacy reasons]		3%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	5	1%	1%
Students retained, pursuant to s. 1008.25, F.S.	32	4%	2%
Students who are not proficient in reading by third grade	34	28%	25%
Students who receive two or more behavior referrals	41	5%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	5	1%	1%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

In 2012-13 we had 4,100 volunteer hours. This number was accumulated by 120 volunteers. In 2013-14 we will increase this to 4,500 hours as measured by the volunteer sign-in log.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase participation in parents of students in lowest performing quartile.	120	16%	19%

Goals Summary

- G1.** To increase student achievement gains school-wide by focusing on teaching and learning.

Goals Detail

G1. To increase student achievement gains school-wide by focusing on teaching and learning.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science - Elementary School
- Parental Involvement

Resources Available to Support the Goal

- School and District Personnel (Teachers, Paras, Administration, District Coordinators, Curriculum Master Teachers-CMT's)
- Assessments (Formative and Summative; Baseline Assessments through Performance Matters)
- Classroom Walkthroughs
- Collaborative Lesson Plan Discussion with Administration
- Curriculum Material Resources
- District and School SharePoint sites

Targeted Barriers to Achieving the Goal

- Time to Instruct, Reflect, Evaluate, and Plan
- Data Interpretation and Analysis
- Appropriate and Effective Implementation of the New Reading and Math Curriculum

Plan to Monitor Progress Toward the Goal

In order to monitor progress toward goal achievement, we will closely inspect student assessment results and track student achievement gains as they are collected. We will frequently analyze the results and adjust subsequent instruction and strategies to meet the needs of the students. Students will track their individual progress in the classroom and we will also track classroom progress on our grade level Data Walls.

Person or Persons Responsible

Administrators, Grade Level Chairs and Teachers

Target Dates or Schedule:

We will measure and monitor student achievement progress weekly through Classroom Walk-throughs, grade level Data Chats, formative and summative assessment data and teacher informal observation.

Evidence of Completion:

We will frequently analyze the results and adjust subsequent instruction and strategies to meet the needs of the students. Based on the information and data collected, the team may determine to continue, intensify, modify, or terminate the strategies. The team may also recommend revisiting the barriers, as some may need to be amended. The goal may also need to be altered to ensure that progress is made.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. To increase student achievement gains school-wide by focusing on teaching and learning.

G1.B1 Time to Instruct, Reflect, Evaluate, and Plan

G1.B1.S1 Creative Scheduling

Action Step 1

Common Planning Time

Person or Persons Responsible

Administration

Target Dates or Schedule

2013 - 2014 School Year

Evidence of Completion

Final Master Schedule

Action Step 2

PLC Morning Meetings

Person or Persons Responsible

Administration, Grade Level Chairs, and Teachers

Target Dates or Schedule

2013 - 2014 School Year

Evidence of Completion

Meeting Minutes Monthly Calendar of Meetings

Action Step 3

Wednesday PLC/Professional Development Opportunities

Person or Persons Responsible

Administration, Teachers, Curriculum Master Trainers, and District Coordinators

Target Dates or Schedule

2013 - 2014 School Year

Evidence of Completion

Meeting Minutes Monthly Calendar of Meetings Inservice Record

Facilitator:

District Coordinators, Curriculum Master Teachers, Literacy and Math Experts, and Administration

Participants:

Teachers and Administration

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

Monitor Weekly and Monthly Meeting Minutes as Indicated Periodic Administrative Attendance at Meetings

Person or Persons Responsible

Administration, Grade Level Chairs, and Literacy and Math Experts

Target Dates or Schedule

Literacy and Math Monthly Meeting Weekly PLC Grade Level Meetings

Evidence of Completion

Literacy and Math Monthly Meeting Minutes Weekly PLC Grade Level Meeting Minutes

Plan to Monitor Effectiveness of G1.B1.S1

Analysis of Time Spent on Instruction, Reflection, Evaluation, and Planning During Scheduled Meeting Times

Person or Persons Responsible

Administration and Grade Level Chairs

Target Dates or Schedule

Administrative Grade Level Chair Meetings (as needed)

Evidence of Completion

Meeting Minutes with Artifacts

G1.B2 Data Interpretation and Analysis

G1.B2.S1 Increase the use of data to drive Tier 1 instruction.

Action Step 1

Meet collaboratively in PLC groups, to analyze standards by students to determine who (teacher) will best work on the identified skill.

Person or Persons Responsible

Administration and Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Disaggregate Data from Formative and Summative Assessments to form Enrichment and Intervention Groups Based on Targeted Skills

Facilitator:

District Staff, Teacher Leaders, and Administration

Participants:

Teachers and Administration

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

Enrichment and Intervention Groups

Person or Persons Responsible

Administration, Grade Level Chairs, and Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Formative and Summative Assessments

Plan to Monitor Effectiveness of G1.B2.S1

Targeted Subject Area Skills

Person or Persons Responsible

Administration, Grade Level Chairs, and Teachers

Target Dates or Schedule

Twice a quarter

Evidence of Completion

Student Assignment Report (all quarters) - Grades, Formative and Summative Assessments, Teacher Observation

G1.B3 Appropriate and Effective Implementation of the New Reading and Math Curriculum

G1.B3.S1 Professional Development, Collaborative Dialogue and Planning Opportunities to promote the Reading and Math Curriculum

Action Step 1

Professional development opportunities in the new Reading and Math Curriculum to include effective best practices

Person or Persons Responsible

Teachers

Target Dates or Schedule

As Needed

Evidence of Completion

Monthly Meeting Calendar

Facilitator:

District Reading and Math Coordinators and Curriculum Master Teachers

Participants:

Administrators and Teachers of Math and Reading

Action Step 2

Collaborative dialogue and planning opportunities

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Grade Level Meeting Minutes

Facilitator:

Administrators and PLC School-Based Leaders

Participants:

Teachers

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

We will complete and submit a Professional Development request to the Teaching and Learning department. We will attend the Professional Development opportunities to monitor implementation and progress toward achieving the goal.

Person or Persons Responsible

Administration will be responsible for monitoring the strategies and ensuring that all action steps are implemented.

Target Dates or Schedule

Monitoring will occur through classroom walk-throughs, reviewing teacher lesson plans and analysis of student data.

Evidence of Completion

Effective and Highly Effective Classroom Walk-through data in all domains and student assessment data showing mastery of skills.

Plan to Monitor Effectiveness of G1.B3.S1

We will collect inservice record forms, PLC Meeting Minutes, and data analysis of student assessments. If results are questionable or show poor implementation we will regroup, determine whether it is an issue of implementation or fidelity and then revise the strategies included in our plan.

Person or Persons Responsible

Administration and Grade Level Chair

Target Dates or Schedule

We will have ongoing data collection and data analysis.

Evidence of Completion

Evidence of effectiveness will be noted in Classroom Walk-throughs, lesson plans and a positive trend in student achievement data in areas of Reading and Math.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, 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 schools and departments. This collaboration ensures that all programs support schools. Title I, 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 I, 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, Part A 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 annual AMO targets. 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. 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, set-aside funds are used 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 residing 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. All students receive free breakfast at all school locations. 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

Head Start

Blended Head Start/Title 1/VPK/Migrant early childhood classrooms will be located on the school's campus. High risk students will attend a year long, high quality early childhood program that serves four year old children. The goal of the program is to prepare children for kindergarten by meeting the federal Head Start Framework for School Readiness and State Standards for Four Year Olds that are aligned with the Common Core Standards. The expected outcome is that enrolled children who complete the program will be deemed ready for kindergarten on the Florida Kindergarten Readiness Screening (FLKRS).

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.

Career and Technical Education

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.

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.

Other

Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. To increase student achievement gains school-wide by focusing on teaching and learning.

G1.B1 Time to Instruct, Reflect, Evaluate, and Plan

G1.B1.S1 Creative Scheduling

PD Opportunity 1

Wednesday PLC/Professional Development Opportunities

Facilitator

District Coordinators, Curriculum Master Teachers, Literacy and Math Experts, and Administration

Participants

Teachers and Administration

Target Dates or Schedule

2013 - 2014 School Year

Evidence of Completion

Meeting Minutes Monthly Calendar of Meetings Inservice Record

G1.B2 Data Interpretation and Analysis

G1.B2.S1 Increase the use of data to drive Tier 1 instruction.

PD Opportunity 1

Meet collaboratively in PLC groups, to analyze standards by students to determine who (teacher) will best work on the identified skill.

Facilitator

District Staff, Teacher Leaders, and Administration

Participants

Teachers and Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Disaggregate Data from Formative and Summative Assessments to form Enrichment and Intervention Groups Based on Targeted Skills

G1.B3 Appropriate and Effective Implementation of the New Reading and Math Curriculum

G1.B3.S1 Professional Development, Collaborative Dialogue and Planning Opportunities to promote the Reading and Math Curriculum

PD Opportunity 1

Professional development opportunities in the new Reading and Math Curriculum to include effective best practices

Facilitator

District Reading and Math Coordinators and Curriculum Master Teachers

Participants

Administration and Teachers of Math and Reading

Target Dates or Schedule

As Needed

Evidence of Completion

Monthly Meeting Calendar

PD Opportunity 2

Collaborative dialogue and planning opportunities

Facilitator

Administrators and PLC School-Based Leaders

Participants

Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Grade Level Meeting Minutes