



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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### Cape Elementary School

4519 VINCENNES BLVD

Cape Coral, FL 33904

239-542-3551

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

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> 59%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 37%

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## School Grades History

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<b>2013-14</b> B	<b>2012-13</b> A	<b>2011-12</b> A	<b>2010-11</b> A
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## SIP Authority and Template

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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

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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

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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

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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

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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

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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

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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

Cape Elementary School

##### Principal

Nicole Osterholm

##### School Advisory Council chair

Obed Morales

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

Name	Title
Dwayne Blazina	Assistant Principal
Dianne Johnson	Reading Specialist
Shelly Boeck	Guidance Counselor
Jan Maconi	Kindergarten Teacher
Lisa Hunt	1st Grade Teacher
Debbie Leith	2nd Grade Teacher
Debra Horn	3rd Grade Teacher
Jennifer Anderson	4th Grade Teacher
Amy Galbreath	5th Grade Teacher
Nicole Osterholm	Principal
Julie Ingraham	ESE Department Chair
Shirley Lison	Principal's Secretary

#### 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

Obed Morales - SAC Chairperson, Administration(ELHS)  
 Nicole Osterholm - member, Administration  
 Debbie Horn - DAC, teacher

Chelle Maconi - DAC - alternate, teacher  
 Meghan Serra - member, support staff  
 Francisco Benitez - member, support staff  
 John Lison - member, community member  
 Kathy Taylor - member, community member  
 Nako Kellum - member, business  
 Andrea Laster - member, parent  
 Alex Evers - member, parent  
 Jacqueline Cruz - member, parent  
 Victor Soto - member, parent  
 Sara Failla - member, parent

**Involvement of the SAC in the development of the SIP**

During a SAC meeting, members reviewed the SIP and were provided the opportunity to ask questions, make recommendations and approve revisions prior to voting and reaching consensus on the approval or revocation of the drafted SIP.

**Activities of the SAC for the upcoming school year**

Involvement in the creation and approval of the SIP  
 Reviewing updates in the school's data as it relates to monitoring toward SIP goals.  
 Updates on the Professional development plan as it relates to monitoring progress and adjusting bases on most current data available.  
 Updates to instructional practices based upon data trends as they relate to SIP goals.

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

School Improvement Funds are not available at this time.

**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:**





<b>Dwayne Blazina</b>		
Asst Principal	Years as Administrator: 2	Years at Current School: 2

**Credentials**

Bachelor's Degree in Music Education from Florida State University  
 Master's Degree in Educational Leadership from Nova Southeastern University  
 Certifications:  
 Educational Leadership (all levels)  
 Elementary Education(K-6)  
 Music(K-12)

**Performance Record**

Years as Administrator: 2  
 Years at Current School: 2  
 2012-13  
 Grade A  
 % Meeting High Standards in Reading: 81  
 % Meeting High Standards in Math: 77  
 % Meeting High Standards in Writing: 74  
 % Meeting High Standards in Science: 64  
 % Making Learning Gains in Reading: 72  
 % Making Learning Gains in Math: 69  
 % of Lowest 25% Making Learning Gains in Reading: 71  
 % of Lowest 25% Making Learning Gains in Math:82  
 Grade A (Cape Elementary)  
 % Meeting High Standards in Reading: 81  
 % Meeting High Standards in Math: 77  
 % Meeting High Standards in Writing: 74  
 % Meeting High Standards in Science: 64  
 % Making Learning Gains in Reading: 72  
 % Making Learning Gains in Math: 69  
 % of Lowest 25% Making Learning Gains in Reading: 71  
 % of Lowest 25% Making Learning Gains in Math: 82

**Instructional Coaches**

**# of instructional coaches**

**# receiving effective rating or higher**

**Instructional Coach Information:**

Full-time / School-based	Years as Coach:	Years at Current School:
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**Areas** Reading/Literacy, Data, RtI/MTSS

**Credentials**

**Performance Record**

**Classroom Teachers**

**# of classroom teachers**

46

**# receiving effective rating or higher**

46, 100%

**# Highly Qualified Teachers**

100%

**# certified in-field**

46, 100%

**# ESOL endorsed**

43, 93%

**# reading endorsed**

7, 15%

**# with advanced degrees**

8, 17%

**# National Board Certified**

5, 11%

**# first-year teachers**

1, 2%

**# with 1-5 years of experience**

8, 17%

**# with 6-14 years of experience**

21, 46%

**# with 15 or more years of experience**

16, 35%

**Education Paraprofessionals**

**# of paraprofessionals**

15

**# Highly Qualified**

15, 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**

Meeting with teachers new to Cape Elementary. Review of school policies and procedures, curriculum expectations, and the instructional staff handbook.

Principal

Assistant Principal

Reading Specialist

New teachers to Cape Elementary are assigned peer mentors and meet regularly.

Assistant Principal

Peer Mentor

Regular Meetings of new teachers with the administration and reading specialist.

Principal

Assistant Principal

Reading Specialist

Volunteer Program and Watch Dogs (Dads of Great Students) are available for support.

Assistant Principal

Teachers

Parents

Paraprofessionals support working with students in intensive classrooms for 120 minutes in the ELA block.

Administrators

Paraprofessional

Partnership with PTO

PTO President and Board

Administrators

Teachers

Staff will participate in Professional Development and Professional Learning Communities to plan for the implementation of CCSS.

Administration

Reading Specialist

Trainers

Ongoing

Provide RTI/MTSS support for students not succeeding academically and/or behaviorally.

School Counselor

Ongoing

### **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**

Teachers are paired with the same level teacher who is an highly effective and has completed the Clinical Education training. The pair meet monthly based on a needs' assessment. The first year teacher also participates in the Lee County School District APPLES program.

### **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 Problem-Solving team at Cape Elementary meets on a weekly, monthly, as needed basis to analyze school and/or student progress data in order 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 supports. The team uses the five-step problem solving process as outlined in the district's MTSS Manual. Data analysis comparison of cohort schools at the district level, classrooms by teacher, and individual student level will be used to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs.

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

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 Team Meetings to collaborate on & monitor students who are struggling.
- \* Implement interventions designed by MTSS Team for students receiving supplemental and intensive supports.
- \* Deliver instructional interventions with fidelity.

#### **Reading Specialist**

- \* Attend MTSS Team Meetings.
- \* Train teachers in interventions, progress monitoring, differentiated instruction
- \* Implement supplemental and intensive 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 students receiving supplemental and intensive support
- \* Completes Communications Skills screening for students unsuccessful with Tier 2 interventions
- \* Assist with supplemental and intensive 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 the MTSS problem-solving process in your building
- \* Provide or coordinate valuable and continuous professional development
- \* Assign paraprofessionals to support MTSS implementation when possible
- \* Attend Team Meetings to be active in the MTSS change process
- \* Conduct classroom Walk-Throughs to monitor fidelity

#### **Guidance Counselor**

- \* Often MTSS Team facilitators
- \* 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 receiving supplemental supports & on all students receiving intensive supports
- \* Monitor data collection process for fidelity
- \* Review & interpret progress monitoring data

- \* 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 intensive interventions
- \* Incorporate MTSS data when making eligibility decisions  
Specialist (Behavior, OT, PT, ASD)
- \* Consult with MTSS Team  
Social Worker
- \* 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

### **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 trainings 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**

Cape Elementary utilizes the district adopted data management system, Performance Matters. 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:** Extended Day for All Students

**Minutes added to school year:**

**Strategy Purpose(s)**

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

**Who is responsible for monitoring implementation of this strategy?**

### Literacy Leadership Team (LLT)

**Names and position titles of the members of the school-based LLT**

Name	Title
Nicole Osterholm	Principal
Dwayne Blazina	Assistant Principal
Dianne Johnson	Reading Specialist
Jan Maconi	Kindergarten Teacher
Lisa Hunt	1st Grade Teacher
Debbie Leith	2nd Grade Teacher
Debra Horn	3rd Grade Teacher
Jennifer Anderson	4th Grade Teacher
Amy Galbreath	5th Grade Teacher
Julie Ingraham	ESE teacher

**How the school-based LLT functions**

Meetings are held on a monthly basis; however, meetings may be more frequent should a need or issue arise.

LLT will be updated on most current school-wide data trends as related to SIP. LLT Chair and administration will share the expected outcomes of the PLC teams and the data tools that can be used to track student progress.

Teams Leaders will update the LLT on progress of individual teams toward achieving school-wide goals and, if appropriate, share impact of data on instructional practices.

**Major initiatives of the LLT**

Review reading data using Performance Matters, formative assessments and teacher input to determine specific needs for targeted students.

### Every Teacher Contributes to Reading Instruction

**How the school ensures every teacher contributes to the reading improvement of every student**

1. Teachers consistently implement high quality initial instruction and follow-up small group instruction that is well differentiated according according to student needs.
2. Teachers use student data to guide reading instruction.
3. Resources are provided for teachers to implement interventions for struggling readers.
4. Providing excellent, ongoing professional development for Reading instruction.
5. Providing teacher adequate materials to support high quality instruction.
6. Each classroom has a library of books written at different levels of difficulty.
7. Teachers provide students with supplemental reading materials as well as access to technology to improve student reading skills. This is monitored through lessons plans, classroom walk-throughs, PLC data, sharing lesson plans, model classrooms, and teachers training teachers.

## 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**

All incoming kindergarten students are screened prior to or upon entering kindergarten. Students are assessed and at the same time parents meet with a PTO Board member to learn about Cape Elementary.

A Curriculum Night meeting will be held during Quarter 1 of the school year for kindergarten students and their families to familiarize them with the school and expectations for the coming year.

## College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

### **How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

### **Strategies for improving student readiness for the public postsecondary level**

## 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	83%	81%	No	84%
American Indian				
Asian				
Black/African American	58%	68%	Yes	63%
Hispanic	68%	68%	Yes	71%
White	88%	87%	No	89%
English language learners	50%	38%	No	55%
Students with disabilities	63%	62%	No	66%
Economically disadvantaged	77%	72%	No	79%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	99	26%	23%
Students scoring at or above Achievement Level 4	195	52%	57%

#### 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>		32%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		55%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	143	69%	72%
Students in lowest 25% making learning gains (FCAT 2.0)	28	65%	68%



**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)	13	43%	49%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	11	37%	43%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	13	42%	48%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

**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	67	71%	74%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	34	36%	42%

**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	83%	77%	No	85%
American Indian				
Asian				
Black/African American	73%	74%	Yes	75%
Hispanic	72%	55%	No	75%
White	88%	85%	No	89%
English language learners	58%	36%	No	63%
Students with disabilities	72%	55%	No	75%
Economically disadvantaged	78%	70%	No	81%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	126	34%	41%
Students scoring at or above Achievement Level 4	160	43%	49%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	138	66%	69%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	38	76%	78%

**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	46	30%	37%
Students scoring at or above Achievement Level 4	46	30%	37%

**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>		64%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		28%

**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	29	4%	2%
Students retained, pursuant to s. 1008.25, F.S.	15	2%	2%
Students who are not proficient in reading by third grade	19	15%	14%
Students who receive two or more behavior referrals	40	5%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	28	4%	2%

**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**

1. Increase volunteer hours to 4,750.
2. Increase attendance at PTO meetings by 10 families.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase volunteers hours to 4,750.	4671		2%
Increase family attendance at PTO meetings by 10 families.	10		50%

## Goals Summary

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

## Goals Detail

### G1. Increase student achievement gains school-wide by focusing on teaching and learning.

#### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- 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
- EWS - Elementary School

#### Resources Available to Support the Goal

- District Academic Plans
- District wide adoption of ELA, Math, Science and Social Studies resources
- Common Assessments
- District and school Professional Development
- PLCs / Common Planning Time
- Performance Class Placement
- Volunteers
- Stability of staff(especially teachers)
- Performance Matters
- Curriculum Evening Events

#### Targeted Barriers to Achieving the Goal

- Lack of knowledge and transition into CCSS along with the adoption of Reading Street - new ELA and math textbooks
- Variety of knowledge and implementation of PLCs in the school.

## Plan to Monitor Progress Toward the Goal

Progress toward meeting our goal will be monitored by reviewing the following data with Administration and PLC teams: Performance Matters item analysis by teacher, STAR Reading/Early STAR, reading and math formative assessments, district common assessments

### **Person or Persons Responsible**

Administration and PLC team members

### **Target Dates or Schedule:**

Monthly

### **Evidence of Completion:**

PLC agendas with administration, data analysis of reading and math formative assessments, STAR data, ELA Concept tests and writing assessments and district baseline/mid-year assessments

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

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

**G1.B1** Lack of knowledge and transition into CCSS along with the adoption of Reading Street - new ELA and math textbooks

**G1.B1.S1** Design and deliver PD in district academic plans, and implementation of CCSS - ELA and Math for teaching and learning.

#### Action Step 1

Professional Development on the Academic Plans and CCSS - ELA and Math.

#### Person or Persons Responsible

Leadership team, Cadre ELA trainers, and Cadre Math trainers

#### Target Dates or Schedule

At least two times a month - ongoing beginning September 12, 2013

#### Evidence of Completion

Agendas/Meeting Minutes/SharePoint

#### Facilitator:

Cadre ELA trainers and Cadre Math trainers

#### Participants:

Kindergarten to 5th Grade teachers

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

Design specific professional development for CCSS and Academic Plans.

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

Monthly - ongoing

#### Evidence of Completion

Grade level meeting minutes; agendas, SharePoint calendar

## Plan to Monitor Effectiveness of G1.B1.S1

Develop calendar and schedule for data collection from classroom walkthrough using instruments measuring: instruction aligned to CCSS and the academic plan

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Monthly - ongoing

### Evidence of Completion

Classroom Walkthrough data

## G1.B2 Variety of knowledge and implementation of PLCs in the school.

### G1.B2.S1 Provide ongoing support, guidance and time for PLCs.

#### Action Step 1

PLCs

#### Person or Persons Responsible

PLC facilitators and administrators

#### Target Dates or Schedule

Three times a month for one hour each.

#### Evidence of Completion

PLC norms, agendas, meeting minutes posted on SharePoint.

#### Facilitator:

Administrators and PLC Facilitators

#### Participants:

All instructional staff

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

Ongoing collaboration to: Plan, establish and publish agendas for PLC meetings; agendas sent to PLC teams two days prior to the meeting; facilitate meetings, meeting minutes (including attendance) published on grade-level SharePoint

#### **Person or Persons Responsible**

Administration and PLC Facilitators

#### **Target Dates or Schedule**

Three times a month: two with grade levels and one with administration

#### **Evidence of Completion**

PLC Agendas, data collected/analyzed and Meeting Minutes for each grade level on SharePoint

### **Plan to Monitor Effectiveness of G1.B2.S1**

Grade level SharePoint site: PDSAs and Meeting Minutes

#### **Person or Persons Responsible**

Administration

#### **Target Dates or Schedule**

Monthly

#### **Evidence of Completion**

Smart Goals, PDSAs, and specific data collected for the PLC cycle



## 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. Increase student achievement gains school-wide by focusing on teaching and learning.

**G1.B1** Lack of knowledge and transition into CCSS along with the adoption of Reading Street - new ELA and math textbooks

**G1.B1.S1** Design and deliver PD in district academic plans, and implementation of CCSS - ELA and Math for teaching and learning.

#### PD Opportunity 1

Professional Development on the Academic Plans and CCSS - ELA and Math.

##### Facilitator

Cadre ELA trainers and Cadre Math trainers

##### Participants

Kindergarten to 5th Grade teachers

##### Target Dates or Schedule

At least two times a month - ongoing beginning September 12, 2013

##### Evidence of Completion

Agendas/Meeting Minutes/SharePoint

**G1.B2** Variety of knowledge and implementation of PLCs in the school.

**G1.B2.S1** Provide ongoing support, guidance and time for PLCs.

**PD Opportunity 1**

PLCs

**Facilitator**

Administrators and PLC Facilitators

**Participants**

All instructional staff

**Target Dates or Schedule**

Three times a month for one hour each.

**Evidence of Completion**

PLC norms, agendas, meeting minutes posted on SharePoint.

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	Increase student achievement gains school-wide by focusing on teaching and learning.	\$6,109
Total		\$6,109

### Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
Title II	\$6,109	\$6,109
Total	\$6,109	\$6,109

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

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

**G1.B2** Variety of knowledge and implementation of PLCs in the school.

**G1.B2.S1** Provide ongoing support, guidance and time for PLCs.

#### Action Step 1

PLCs

#### Resource Type

Professional Development

#### Resource

We will use all of our Title II funds for substitutes in order to have two - two hour PLCs and two three hour PLCs(at the end of each quarter)

#### Funding Source

Title II

#### Amount Needed

\$6,109