



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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**Edgewood Academy**  
3464 EDGEWOOD AVE  
Fort Myers, FL 33916  
239-334-6205  
<http://ewd.leeschools.net/>

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 96%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 88%

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## School Grades History

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<b>2013-14</b> D	<b>2012-13</b> C	<b>2011-12</b> C	<b>2010-11</b> C
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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
Focus Year 1	5	Gayle Sitter

  

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

## Current School Status

### School Information

#### School-Level Information

##### School

Edgewood Academy

##### Principal

Laura Trombetti

##### School Advisory Council chair

Clay Griffin

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

Name	Title
Kimberly Mannari	Assistant Principal
Mark Macchia	TIF teacher
Kori Oatley	TIF teacher
Kerrie Colleran	Guidance Counselor

#### 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 SAC will consist of Principal , Assistant Principal, TIF teacher, SIP Coordinator, teachers, parents, grandparents, community/business partners. Committee member will elect a parent as the SAC chairperson. The SAC chairperson will work with administration to create SAC agendas and meeting times.

Laura Trombetti-Principal  
 Kim Mannari-Assitant Principal  
 Clay Zengel-SAC Chairperson  
 Missy Lippencott-Secretary  
 Mark Macchia-TIF Teacher  
 Kori Oatley- TIF Teacher  
 Kathey Bodiker- Parent Involvement Specialist  
 Helen Maxwell- Teacher  
 Ailsa Wallace- Teacher  
 Dorothy Eddie- Support Staff

Rosci Dominguez- Parent  
Wanda Gonzalez-Parent  
Maria Aguilar- Parent  
Ana Garcia- Parent  
Amalia Paxtor- Parent  
Maria Morales- Parent  
Isabella Hernanadez- Parent  
Heriberta Cordovc- Parent  
Madeline Lishua- Parent  
Ninta Ramires- Parent  
Maria Resto- Parent  
Flor Hernandez- Parent  
Nicolesa Mantego- Parent  
Luis Cuadra- Parent  
Gloria Martinez- Parent  
Elsa Zapata-Parent  
Maria Pedro- Parent  
Maria Domiguez- Parent  
Jana Nicolas- Parent  
Constantino Olascoog- Parent  
Rosa Castaneda- Parent  
Joe Capasso- Business Member  
Irwin Moskowitz- Community Member

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

The SAC assisted the SIP committee by reviewing the previous year student data. Input was collected on supplemental programs and budgetary decisions to enhance student achievement.

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

School Advisory Meetings at Edgewood Academy will be held quarterly and as needed, after school at 2:30 in the Media Center, Student assessment results will be presented during the SAC meetings. In addition, committee members will discuss continuous improvement for student achievement and parent involvement.

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

The school improvement funds will be used for supplemental materials for students or professional development for teachers.

**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:**

**Laura Trombetti**

Principal

Years as Administrator: 9

Years at Current School: 8

**Credentials**

M.S. Educational Leadership, Nova Southeastern University  
 Certifications: Educational Leadership (All Levels)  
 Elementary Education (Grades 1-6)  
 ESOL (Grades K-12)  
 School Principal (All Levels)

**Performance Record**

06-07: C Grade: 85% AYP  
 07-08: B Grade: 97% AYP  
 08-09: A Grade: 100% AYP  
 09-10: C Grade: 90% AYP  
 10-11: C Grade: 82% AYP  
 11-12: C Grade  
 12-13: C Grade

**Kimberly Mannari**

Asst Principal

Years as Administrator: 4

Years at Current School: 6

**Credentials**

M.ed Educational Leadership, Florida Gulf Coast University  
 Certifications: Educational Leadership (All Levels)  
 Elementary Education (grades 1-6)

**Performance Record**

07-08: B Grade; 97% AYP  
 08-09: A Grade; 100% AYP  
 09-10: C Grade; 90% AYP  
 10-11: C Grade; 82% AYP  
 11-12: C Grade  
 12-13: C Grade

**Instructional Coaches**

**# of instructional coaches**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**



<b>Mark Macchia</b>		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
<b>Areas</b>	Reading/Literacy, RtI/MTSS	
<b>Credentials</b>	BA- Early Childhood Education MS- Educational Leadership K-12 k-6- Elementary Education (Certified) ESOL Endorsed	
<b>Performance Record</b>	Effective Rating 2013 06-07: A Grade 07-08: A Grade 08-09: A Grade 09-10: A Grade 10-11: C Grade 11-12: C Grade 12-13: D Grade	

<b>Kori Oatley</b>		
Full-time / School-based	Years as Coach: 1	Years at Current School: 9
<b>Areas</b>	Reading/Literacy, RtI/MTSS	
<b>Credentials</b>	Bachelors Health Science Masters Teaching and Learning Certified K-6 ESOL Endorsement	
<b>Performance Record</b>	Effecitve Rating 06-07: C Grade: 85% AYP 07-08: B Grade: 97% AYP 08-09: A Grade: 100% AYP 09-10: C Grade: 90% AYP 10-11: C Grade: 82% AYP 11-12: C Grade 12-13: C Grade	

<b>Bernie Swartz</b>		
Full-time / School-based	Years as Coach: 6	Years at Current School: 6
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	M.S. Elementary Education (K-6) ESOL endorsed, Gifted endorsed Social Science (Middle Grades)	
<b>Performance Record</b>	06-07: C Grade: 85% AYP 07-08: B Grade: 97% AYP 08-09: A Grade: 100% AYP 09-10: C Grade: 90% AYP 10-11: C Grade: 82% AYP 11-12: C Grade 12-13: C Grade	

**Classroom Teachers**

<b># of classroom teachers</b>	41
<b># receiving effective rating or higher</b>	30, 73%
<b># Highly Qualified Teachers</b>	100%
<b># certified in-field</b>	41, 100%
<b># ESOL endorsed</b>	19, 46%
<b># reading endorsed</b>	6, 15%
<b># with advanced degrees</b>	13, 32%
<b># National Board Certified</b>	1, 2%
<b># first-year teachers</b>	13, 32%
<b># with 1-5 years of experience</b>	10, 24%
<b># with 6-14 years of experience</b>	14, 34%
<b># with 15 or more years of experience</b>	11, 27%

**Education Paraprofessionals****# of paraprofessionals**

8

**# Highly Qualified**

8, 100%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

4

**# receiving effective rating or higher**

(not entered because basis is &lt; 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**

Recruitment:

1. visit district recruitment fair in May-- administration
2. interview process based on Danielson Model

Retention:

1. district APPLES program for new teachers-- administration
2. new teacher professional development scheduled every Mondays based on needs assessment survey-- administration
3. email group for new teachers to share and collaborate-- administration
4. district PD throughout the year-- district
5. peer mentoring- administration and peer 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**

New teachers are paired with experienced mentors from another grade level; mentors meet regularly to plan for instruction and assist with classroom management. Mentors observe classroom instruction and provide feedback for improvement. Additionally, mentors model lessons and effective teaching structures.

**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 Edgewood Academy 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.

### **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 (FAIR, curriculum assessments, STAR 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 & monitor students who are struggling

- \* Implement interventions designed by MTSS Team for students receiving supplemental and intensive supports. \* Deliver instructional interventions with fidelity

#### **Reading or Math Coach/Specialist**

- \* Attend MTSS Team meetings

- \* Train teachers in interventions, progress monitoring, differentiated instruction

- \* Implement supplemental and intensive interventions

- \* Keep progress monitoring notes & anecdotal 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 supports.

- \* Completes Communication 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 MTSS 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

- \* 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 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**

Edgewood Academy 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:** Before or After School Program

**Minutes added to school year:** 4,500

Students will be tutored in the skills needed to make gains toward proficiency in the Common Core Standards/Next Gen. Standards.

**Strategy Purpose(s)**

- Instruction in core academic subjects

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

Data will be reviewed weekly (on Performance Matters) at grade level PLCs which include formative assessments in reading, writing, science, and mathematics.

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

Administrators, TIF teachers, Guidance Counselors

**Literacy Leadership Team (LLT)**

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

Name	Title
Laura A Trombetti	Principal
Kimberly Mannari	Assistant Principal
Mark Macchia	TIF, SIP Coordinator, 5th Resource
Kori Oatley	TIF, K/1 Resource
Bernie Swartz	Reading Coach
Kris Rowley	4th Resource
Brianna Hacker	3rd Resource
Lisette Crouch	2nd Resource

**How the school-based LLT functions**

The School-based LLT will meet once a month on Monday afternoons, Bernie Swartz, Reading Coach, will lead the meeting and create the agenda. Each grade level representative will be responsible for leading their grade level in initiatives from the LLT.

**Major initiatives of the LLT**

To work on continuous improvement model to align Edgewood Academy's curriculum and supplemental curriculum to district K-12 Comprehensive Research-Based Reading Plan.

To continue to support students in the lowest 25% with quality Triple iii interventions.

To help 3rd grade students transition into Common Core Writing Assessment for the 2014-2015 school year.

The expected results will be adequate student gains in reading, math, science, and writing standardized testing.

**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**

Edgewood Academy assists the preschool children in transition from early childhood programs in the following ways:

The school social worker conducts an attendance workshop with preschool parents which explains the K-5 Lee County School District Policy regarding attendance.

School tours are conducted at parent request during the spring and summer months.

Preschool students eat lunch in the school cafeteria the last few weeks of school.

All students are assessed prior to or upon entering within the area of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. 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.

Open House is conducted before school starts for students to meet teachers and staff. The Principal conducts a parent presentation for school information.

Preschool students attend school performances, special guest presentations, general assemblies, and other school functions.

## 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	48%	47%	No	54%
American Indian				
Asian				
Black/African American	41%	44%	Yes	47%
Hispanic	52%	44%	No	57%
White		73%		
English language learners	41%		No	47%
Students with disabilities				
Economically disadvantaged	48%	47%	No	54%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	44	31%	38%
Students scoring at or above Achievement Level 4	10	15%	24%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	63	46%	52%
Students in lowest 25% making learning gains (FCAT 2.0)	27	88%	90%

#### 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)	72	31%	38%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	72	17%	25%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	72	18%	26%



**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	48	27%	34%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	48	16%	24%

**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	58%	48%	No	63%
American Indian				
Asian				
Black/African American	48%	42%	No	54%
Hispanic	62%	48%	No	66%
White				
English language learners	48%	27%	No	54%
Students with disabilities				
Economically disadvantaged	58%	48%	No	63%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	48	35%	42%
Students scoring at or above Achievement Level 4	21	15%	24%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	38	51%	56%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	23	68%	71%

**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	39	31%	37%
Students scoring at or above Achievement Level 4	39	8%	18%

**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			

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)**

**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	10		12
Participation in STEM-related experiences provided for students	395	100%	100%

**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	33	8%	6%
Students retained, pursuant to s. 1008.25, F.S.	47	12%	10%
Students who are not proficient in reading by third grade	28	57%	50%
Students who receive two or more behavior referrals	73	18%	12%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	47	12%	8%

**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**

Please see Title I Parental Involvement Plan for 2012-2013

### Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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## Goals Summary

- G1.** Student achievement will increase school-wide when students are routinely and actively engaged in rigorous tasks aligned with state standards.

## Goals Detail

**G1.** Student achievement will increase school-wide when students are routinely and actively engaged in rigorous tasks aligned with state standards.

**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)
- Social Studies
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- Parental Involvement
- EWS
- EWS - Elementary School

**Resources Available to Support the Goal**

- District Adopted Curriculum
- OnCourse Lesson Planning Tool funded by Title I
- Kagan Cooperative Learning Training and Coaching funded by Title II
- Supplemental Curriculum Technology Funded by district/ Title I
- TIF Teachers funded by Race to the Top Grant
- Grade Level Resource Teachers funded by Title I
- Integrated Arts Classes funded by the district
- Parents
- Community Partners such as Fort Myers Police Department Truant Grant and Kiwanis
- Foundation of Lee County Schools enrichment opportunities for students

**Targeted Barriers to Achieving the Goal**

- Teacher lack of understanding of rigorous instruction/ tasks
- Teachers need Kagan Training
- Teachers need Training in District Core and Supplemental Curriculum

## Plan to Monitor Progress Toward the Goal

3rd- 5th grade students will increase reading proficiency from 47% as measured on FCAT 2.0 to 54%. 3rd - 5th grade students will increase math proficiency from 48% as measured on FCAT 2.0 to 63%.

### **Person or Persons Responsible**

Administration, Teachers, and School Advisory Committee

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

Ongoing, 8/2013 - 6/2014

### **Evidence of Completion:**

District Baseline / Midyear Reading and Math Assessments and Core Curriculum Reading and Math Assessments

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Student achievement will increase school-wide when students are routinely and actively engaged in rigorous tasks aligned with state standards.

**G1.B1** Teacher lack of understanding of rigorous instruction/ tasks

**G1.B1.S1** Professional Development in creating rigorous tasks

#### Action Step 1

Training in utilizing district adopted curriculum to engage students in rigorous tasks

#### Person or Persons Responsible

TIF Teachers and District Trainers

#### Target Dates or Schedule

every Wednesday from 2:35-3:35 and/or during contract hours with substitute teachers provided

#### Evidence of Completion

Training Agendas and Sign-In Sheets

#### Facilitator:

Kori Oatley, Mark Macchia, District Trainers

#### Participants:

TIF Teachers and District Trainers

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

Design and deliver quality PD in creating rigorous learning tasks aligned with state standards

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

Ongoing, 7/29/2013 - 6/2014

#### Evidence of Completion

Individual Teacher Inservice Records

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

Monitor teacher implementation in the classroom of learning from PD in engaging students in rigorous learning tasks

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Ongoing, 7/29/2013- 6/2014

### Evidence of Completion

Student Data

## G1.B1.S2 Time in Professional Learning Communities to create rigorous tasks

### Action Step 1

Collaborate with Professional Learning Communities to create rigorous learning tasks aligned to state standards

### Person or Persons Responsible

Administration and Teachers

### Target Dates or Schedule

One to two times weekly during common planning time

### Evidence of Completion

Lesson Plans

### Facilitator:

Kori Oatley, Mark Macchia, District Trainers

### Participants:

Administration and Teachers



### **Plan to Monitor Fidelity of Implementation of G1.B1.S2**

Provide Common Planning Time and Participate in Professional Learning Communiites

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Weekly, 8/5/2013 - 6/23/2014

**Evidence of Completion**

PLC Agendas

### **Plan to Monitor Effectiveness of G1.B1.S2**

Conduct classroom walk-throughs and data chats

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Monthly, 8/2013 - 6/2014

**Evidence of Completion**

Classroom Walk-through observations and analysis of student data

## **G1.B3 Teachers need Kagan Training**

### **G1.B3.S1 Kagan Training**

#### **Action Step 1**

Training in Kagan Cooperative Learning Structure Implementation

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

Kagan National Trainer, Edgewood Kagan Coaches, and Administration

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

Ongoing, 7/29/2013 - 6/28/2014

#### **Evidence of Completion**

Inservice Records and Agendas

#### **Facilitator:**

Kim Mannari, Laura Trombetti, Kori Oatley, Lauren Useman, Kagan National Coach

#### **Participants:**

Kagan National Trainer, Edgewood Kagan Coaches, and Administration

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

Design and deliver quality PD in Kagan Cooperative Learning and Schedule Kagan Coaching

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

Administration

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

Ongoing, 7/29/2013 - 6/21/2014

#### **Evidence of Completion**

Inservice Records and Agendas

## Plan to Monitor Effectiveness of G1.B3.S1

Classroom walk-through observations to monitor for increase in student engagement and achievement

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Ongoing, 8/ 8/2013 - 6/28/2014

### Evidence of Completion

Classroom Walk-through data

## G1.B4 Teachers need Training in District Core and Supplemental Curriculum

### G1.B4.S1 Training in District Core and Supplemental Curriculum

#### Action Step 1

Train in District Core and Supplemental Curriculum

#### Person or Persons Responsible

District Trainers and TIF Teachers

#### Target Dates or Schedule

Ongoing, 7/29/2013 - 6/2014

#### Evidence of Completion

Inservice Records

#### Facilitator:

District Trainers, Kori Oatley, Mark Macchia

#### Participants:

District Trainers and TIF Teachers

### **Plan to Monitor Fidelity of Implementation of G1.B4.S1**

Design and deliver quality PD in District Core and Supplemental Curriculum

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing, 7/29/2013 - 6/2014

**Evidence of Completion**

Inservice Records

### **Plan to Monitor Effectiveness of G1.B4.S1**

Progress Monitoring of Data from Core Assessments and Supplemental Programs

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Ongoing, 8/2013 - 6/2014

**Evidence of Completion**

Professional Learning Communities Data Chats

## 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 additional 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:

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 al 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 on going 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 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 and national 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, 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, 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.** Student achievement will increase school-wide when students are routinely and actively engaged in rigorous tasks aligned with state standards.

**G1.B1** Teacher lack of understanding of rigorous instruction/ tasks

**G1.B1.S1** Professional Development in creating rigorous tasks

### **PD Opportunity 1**

Training in utilizing district adopted curriculum to engage students in rigorous tasks

#### **Facilitator**

Kori Oatley, Mark Macchia, District Trainers

#### **Participants**

TIF Teachers and District Trainers

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

every Wednesday from 2:35-3:35 and/or during contract hours with substitute teachers provided

#### **Evidence of Completion**

Training Agendas and Sign-In Sheets



## **G1.B1.S2** Time in Professional Learning Communities to create rigorous tasks

### **PD Opportunity 1**

Collaborate with Professional Learning Communities to create rigorous learning tasks aligned to state standards

#### **Facilitator**

Kori Oatley, Mark Macchia, District Trainers

#### **Participants**

Administration and Teachers

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

One to two times weekly during common planning time

#### **Evidence of Completion**

Lesson Plans

## **G1.B3** Teachers need Kagan Training

### **G1.B3.S1** Kagan Training

#### **PD Opportunity 1**

Training in Kagan Cooperative Learning Structure Implementation

#### **Facilitator**

Kim Mannari, Laura Trombetti, Kori Oatley, Lauren Useman, Kagan National Coach

#### **Participants**

Kagan National Trainer, Edgewood Kagan Coaches, and Administration

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

Ongoing, 7/29/2013 - 6/28/2014

#### **Evidence of Completion**

Inservice Records and Agendas

**G1.B4 Teachers need Training in District Core and Supplemental Curriculum**

**G1.B4.S1 Training in District Core and Supplemental Curriculum**

**PD Opportunity 1**

Train in District Core and Supplemental Curriculum

**Facilitator**

District Trainers, Kori Oatley, Mark Macchia

**Participants**

District Trainers and TIF Teachers

**Target Dates or Schedule**

Ongoing, 7/29/2013 - 6/2014

**Evidence of Completion**

Inservice Records

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	Student achievement will increase school-wide when students are routinely and actively engaged in rigorous tasks aligned with state standards.	\$21,500
Total		\$21,500

### Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Professional Development	Evidence-Based Materials	Total
District / Title I Budget	\$11,500	\$0	\$0	\$11,500
Title I/ Title II Budget	\$0	\$5,000	\$0	\$5,000
District/ Title I	\$0	\$0	\$5,000	\$5,000
Total	\$11,500	\$5,000	\$5,000	\$21,500

### Budget Details

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

**G1.** Student achievement will increase school-wide when students are routinely and actively engaged in rigorous tasks aligned with state standards.

**G1.B1** Teacher lack of understanding of rigorous instruction/ tasks

**G1.B1.S1** Professional Development in creating rigorous tasks

#### Action Step 1

Training in utilizing district adopted curriculum to engage students in rigorous tasks

#### Resource Type

Personnel

#### Resource

Substitute Teachers, Professional Development Supplies and Materials

#### Funding Source

District / Title I Budget

#### Amount Needed

\$8,000

**G1.B1.S2** Time in Professional Learning Communities to create rigorous tasks

**Action Step 1**

Collaborate with Professional Learning Communities to create rigorous learning tasks aligned to state standards

**Resource Type**

Evidence-Based Materials

**Resource**

Resource Books and Materials

**Funding Source**

District/ Title I

**Amount Needed**

\$5,000

**G1.B3** Teachers need Kagan Training

**G1.B3.S1** Kagan Training

**Action Step 1**

Training in Kagan Cooperative Learning Structure Implementation

**Resource Type**

Professional Development

**Resource**

Kagan Trainer/ Coach

**Funding Source**

Title I/ Title II Budget

**Amount Needed**

\$5,000

**G1.B4 Teachers need Training in District Core and Supplemental Curriculum**

**G1.B4.S1 Training in District Core and Supplemental Curriculum**

**Action Step 1**

Train in District Core and Supplemental Curriculum

**Resource Type**

Personnel

**Resource**

Substitute Teacher

**Funding Source**

District / Title I Budget

**Amount Needed**

\$3,500