



**Pam Stewart, Commissioner**

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

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### **Caloosa Elementary School**

620 DEL PRADO BLVD S

Cape Coral, FL 33990

239-574-3113

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

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## School Demographics

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|   |                             |   |
|---|-----------------------------|---|
| <b>School Type</b><br>Elementary School | <b>Title I</b><br>No        | <b>Free and Reduced Lunch Rate</b><br>65% |
| <b>Alternative/ESE Center</b><br>No     | <b>Charter School</b><br>No | <b>Minority Rate</b><br>51%               |

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## School Grades History

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|                     |                     |                     |                     |                     |
|---------------------|---------------------|---------------------|---------------------|---------------------|
| <b>2013-14</b><br>A | <b>2012-13</b><br>A | <b>2011-12</b><br>A | <b>2010-11</b><br>A | <b>2009-10</b><br>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

Caloosa Elementary School

##### Principal

Shelley Markgraf

##### School Advisory Council chair

Lawrence Ruble

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

| Name           | Title                 |
|----------------|-----------------------|
| Diana Lowry    | Assistant Principal   |
| Gay Page       | Curriculum Specialist |
| Yelennys Ochoa | ESE Teacher           |
| Tiffany Moore  | Kindergarten Teacher  |
| Robyn Heller   | First Grade Teacher   |
| Laura Jordan   | Second Grade Teacher  |
| Bonnie Pehlke  | Third Grade Teacher   |
| Heidi Fizer    | Fourth Grade Teacher  |
| Shari Smith    | Fifth Grade Teacher   |

#### District-Level Information

##### District

Lee

##### Superintendent

Dr. Nancy J Graham

##### Date of school board approval of SIP

10/15/2013

### 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

Lawrence Ruble - SAC Chairperson  
 Shelley Markgraf - Principal  
 Tamar Walters - DAC Representative  
 Rhonda Hansen - DAC Alternate  
 Marie Christphonte  
 Lissette Bahamonde  
 Yelennys Ochoa

Katie Clark  
William Iffland  
Doug Page - Business

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

At the first SAC meeting of the school year, data regarding progress toward AMO's is shared. Also shared are the district initiatives which drive the SIP for the school year. From that vantage point, the goal, targets developed and strategies are shared. Input from the SAC is gleaned and adjustments are made to the SIP as needed.

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

The School Advisory Council will meet four times during the school year. Items discussed at each meeting vary and are often based on the school's immediate specific needs. Topics for which action is taken range from the school improvement plan to school safety.

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

No funds have been allocated to Caloosa this year.

### **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:**

**Shelley Markgraf**

Principal

Years as Administrator: 11

Years at Current School: 11

**Credentials**

BA in Elementary Education  
 MA in Administration and Supervision  
 Areas of Certification:  
 ED Leadership (All Levels)  
 Elementary Ed (1-6)  
 School Principal (All Levels)

**Performance Record**

2012-2013 - School Grade: A (552)  
 FCAT Reading: 3rd Gr: 65%, 4th Gr: 65%, 5th Gr: 72%  
 FCAT Math: 3rd Gr: 67%, 4th Gr: 70%, 5th Gr: 72%  
 FCAT Science: 61%  
 FCAT Writing: 68%  
 Reading: 70% meeting standard  
 Math: 72% meeting standard  
 Reading Gains: 73%  
 Math Gains: 67%  
 Reading Lowest 25%: 72%  
 Math Lowest 25%: 64%  
 2011-2012 - School Grade: A (592)  
 FCAT Reading: 3rd Gr: 65%, 4th Gr: 69%, 5th Gr: 70%  
 FCAT Math: 3rd Gr: 76%, 4th Gr: 67%, 5th Gr: 75%  
 FCAT Science: 57%  
 FCAT Writing: 54%  
 Reading: 71% meeting standard  
 Math: 75% meeting standard  
 Reading Gains: 71%  
 Math Gains: 77%  
 Reading Lowest 25%: 68%  
 Math Lowest 25%: 80%  
 2010-2011 - School Grade: A (604)  
 FCAT Reading: 3rd Gr: 67%, 4th Gr: 73%, 5th Gr: 67%  
 FCAT Math: 3rd Gr: 71%, 4th Gr: 75%, 5th Gr: 76%  
 FCAT Science: 59%  
 FCAT Writing: 93%  
 Reading: 89% meeting standard  
 Math: 93% meeting standard  
 Reading Gains: 65%  
 Math Gains: 76%  
 Reading Lowest 25%: 54%  
 Math Lowest 25%: 58%  
 2009-2010 - School Grade: A  
 2008-2009 - School Grade: A  
 2007-2008 - School Grade: A  
 2005-2006 - School Grade: A  
 2004-2005 - School Grade: A



**Diana Lowry**

Asst Principal

Years as Administrator: 8

Years at Current School: 3

**Credentials**

Bachelors in Elementary Education 1-6,  
 Masters in Educational Leadership  
 Areas of Certification:  
 Elementary Education (1-6)  
 Ed Leadership  
 Principal (All levels)  
 ESOL Endorsed

**Performance Record**

2012-2013 - School Grade: A (552)  
 FCAT Reading: 3rd Gr: 65%, 4th Gr: 65%, 5th Gr: 72%  
 FCAT Math: 3rd Gr: 67%, 4th Gr: 70%, 5th Gr: 72%  
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 FCAT Math: 3rd Gr: 76%, 4th Gr: 67%, 5th Gr: 75%  
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 FCAT Math: 3rd Gr: 71%, 4th Gr: 75%, 5th Gr: 76%  
 FCAT Science: 59%  
 FCAT Writing: 93%  
 Reading: 89% meeting standard  
 Math: 93% meeting standard  
 Reading Gains: 65%  
 Math Gains: 76%  
 Reading Lowest 25%: 54%  
 Math Lowest 25%: 58%  
 2009-2010 - School Grade: A  
 2008-2009 - School Grade: A  
 2007-2008 - School Grade: A  
 2005-2006 - School Grade: A

**Instructional Coaches**

**# of instructional coaches**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

**Gay Page**

Full-time / School-based

Years as Coach: 2

Years at Current School: 28

**Areas**

Reading/Literacy, Mathematics, Data, RtI/MTSS, Other

**Credentials**Elementary Education 1-6  
ESOL Endorsement**Performance Record**

2012-2013 - School Grade: A (552)  
 FCAT Reading: 3rd Gr: 65%, 4th Gr: 65%, 5th Gr: 72%  
 FCAT Math: 3rd Gr: 67%, 4th Gr: 70%, 5th Gr: 72%  
 FCAT Science: 61%  
 FCAT Writing: 68%  
 Reading: 70% meeting standard  
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 Math: 93% meeting standard  
 Reading Gains: 65%  
 Math Gains: 76%  
 Reading Lowest 25%: 54%  
 Math Lowest 25%: 58%

2009-2010 - School Grade: A  
 2008-2009 - School Grade: A  
 2007-2008 - School Grade: A  
 2005-2006 - School Grade: A  
 2004-2005 - School Grade: A

**Classroom Teachers****# of classroom teachers**

61

**# receiving effective rating or higher**

58, 95%

**# Highly Qualified Teachers**

100%

**# certified in-field**

61, 100%

**# ESOL endorsed**

54, 89%

**# reading endorsed**

9, 15%

**# with advanced degrees**

15, 25%

**# National Board Certified**

0, 0%

**# first-year teachers**

1, 2%

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

6, 10%

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

31, 51%

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

23, 38%

**Education Paraprofessionals**

**# of paraprofessionals**

22

**# Highly Qualified**

22, 100%

**Other Instructional Personnel**

**# of instructional personnel not captured in the sections above**

4

**# 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**

1) Caloosa Elementary seeks to employ the "best of the best". In doing so, we often utilize a team approach

during the interview process. Representatives from a prospective employees area as well as the instructional coach and both administrators are typically present for interviews. We seek an employee that will fill a weakness or provide a strength to a team that is not present. Thinking globally, we also secure employees that can also provide a balance to the school as a whole.

2) Caloosa Elementary also utilizes a distributed leadership model in that we tap the strengths of a wide variety of staff to support school growth in a wide variety of ways. From professional development to leadership in

PLC's a large portion of our staff take leadership roles.

3) Weekly Professional Learning Community meetings with instructional teams (PLC Leadership Team & Administration responsible)

4) Monthly Professional Learning Community meetings with administration and instructional coach (Administration Responsible)

5) Monthly PLC Leadership Team meetings (Administration Responsible)

6) "New To Caloosa" program that includes a 3 hour orientation during summer and monthly meetings thereafter

with assistant principal. (Assistant Principal Responsible)

7) Partnering new teachers and new to the school personnel with veteran teachers as a mentor (Assistant Principal Responsible)

8) Periodic Professional Development Trainings related to Data Analysis for Instructional Decision Making, Technology and the Common Core State Standards. (Administration & Instructional Coach Responsible)

### **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**

Once Highly Qualified staff are hired, the goal then is to support those transitioning straight from college to the teaching profession and those educators with experience who are simply new to the Caloosa culture.

Each summer, all "New To Caloosa" teachers are invited to an orientation program that includes a 3 hour overview of general policies and programs, introductions to key personnel, and a tour of the school campus. Each month thereafter, monthly meetings are held with the "New To Caloosa" team. Topics are relative to the school calendar at that time. Finally, "New To Caloosa" teachers are partnered with veteran teachers. (Assistant Principal Responsible)

### **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 Caloosa 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.

### **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, 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 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 & 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 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/Curriculum Specialist**

- 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**

Caloosa 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: 230,400**

The opportunity for increased learning time will consist of an Extended Day program offered 2 days per week (Tuesday/Thursday) between the dates of January 7, 2014 and April 17, 2014. Grades 2, 3, 4 and 5 will each have two classes and contain no more than 15 students per class. The focus will be on intensive reading and math strategies. Eight teachers will be hired to teach the classes. Teachers will use the intervention programs from the Reading and Math programs along with test preparation materials. Targeted populations include:

- LY students (for CELLA on SIP, AMO & FCAT)
- Lowest 25% in Reading and Math
- Achievement Level 2 and low Level 3
- Students new to the Lee County School District

**Strategy Purpose(s)**

- Instruction in core academic subjects

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

Data collected to analyze the effectiveness of this strategy will depend on the grade level of the student. Data sources are FCAT Reading and Math and STAR test scores. Data is gathered in determining the groups and then after the program has ended.

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

The school administration team is responsible for monitoring implementation of this strategy.

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

| <b>Name</b>      | <b>Title</b>          |
|------------------|-----------------------|
| Shelley Markgraf | Principal             |
| Diana Lowry      | Assistant Principal   |
| Gay Page         | Curriculum Specialist |
| Yelennys Ochoa   | ESE teacher           |
| Tiffany Moore    | Kindergarten teacher  |
| Robyn Heller     | First Grade teacher   |
| Laura Jordan     | Second Grade teacher  |
| Bonnie Pehlke    | Third Grade teacher   |
| Heidi Fizer      | Fourth Grade teacher  |
| Shari Smith      | Fifth Grade teacher   |

**How the school-based LLT functions**

The LLT is the same as our PLC Leadership Team. That is because Caloosa Elementary utilizes the PLC structures to guide school improvement with Literacy taking center stage. The LLT/PLC Leadership Team will meet monthly to plan for professional development in many areas and guide implementation of



research-based instructional strategies learned. Members of the LLT/PLC Leadership team will also meet weekly with their groups to disaggregate data and plan for learning.

### **Major initiatives of the LLT**

The major new initiative for the 2013-2014 school year will be the full implementation of the Common Core State Standards via a new Literacy Block and a new reading series, Reading Street. In addition, another new initiative is a school-wide kindergarten to 5th grade WIN Time (What I Need). This is a daily 30 minute block of intensive instruction based on the learners needs formulated from disaggregated data. This is based on our belief that all students, regardless of ability level, have areas for improvement or enrichment. This time is targeting those needs.

## **Every Teacher Contributes to Reading Instruction**

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

Every teacher contributes to the reading improvement of every student through WIN time daily. Every certified teacher is responsible for a group of students and daily reading instruction.

## **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**

Each May, an orientation meeting is held with all incoming kindergarten students and their families. This orientation is to familiarize families with their new school, some processes and expectations for the upcoming year.

Additionally, all incoming kindergarten students are screened prior to the start of the year in the areas of Basic Skills, School Readiness, Print/Letter Knowledge, Phonological Awareness, and Basic Number Concepts. This data is used to plan daily academic groups/instruction, social/emotional instruction, and for groups of students who may need intervention beyond the 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               | 76%           | 70%           | No          | 78%           |
| American Indian            |               |               |             |               |
| Asian                      |               |               |             |               |
| Black/African American     | 63%           | 68%           | Yes         | 66%           |
| Hispanic                   | 68%           | 66%           | No          | 72%           |
| White                      | 81%           | 73%           | No          | 83%           |
| English language learners  | 38%           | 31%           | No          | 45%           |
| Students with disabilities | 46%           | 26%           | No          | 51%           |
| Economically disadvantaged | 70%           | 67%           | No          | 73%           |

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

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3          | 135           | 30%           | 32%           |
| Students scoring at or above Achievement Level 4 | 168           | 38%           | 40%           |

#### Learning Gains

|   | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Students making learning gains (FCAT 2.0 and FAA)       | 323           | 73%           | 76%           |
| Students in lowest 25% making learning gains (FCAT 2.0) | 80            | 72%           | 75%           |

#### 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) | 14            | 33%           | 36%           |
| Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)   | 10            | 23%           | 26%           |
| Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)  | 13            | 30%           | 33%           |

**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 | 89            | 68%           | 72%           |
| Florida Alternate Assessment (FAA) Students scoring at or above Level 4               |               |               |               |

**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               | 79%           | 72%           | No          | 81%           |
| American Indian            |               |               |             |               |
| Asian                      |               |               |             |               |
| Black/African American     | 65%           | 86%           | Yes         | 69%           |
| Hispanic                   | 76%           | 68%           | No          | 78%           |
| White                      | 83%           | 73%           | No          | 84%           |
| English language learners  | 60%           | 58%           | No          | 64%           |
| Students with disabilities | 53%           | 35%           | No          | 58%           |
| Economically disadvantaged | 78%           | 70%           | No          | 80%           |

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

|  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3          | 156           | 35%           | 38%           |
| Students scoring at or above Achievement Level 4 | 153           | 34%           | 37%           |

**Learning Gains**

|   | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Learning Gains  | 297           | 67%           | 72%           |
| Students in lowest 25% making learning gains (FCAT 2.0 and EOC) | 71            | 64%           | 69%           |

**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          | 52            | 32%           | 33%           |
| Students scoring at or above Achievement Level 4 | 48            | 29%           | 31%           |

**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) | 2             |               | 3           |
| Participation in STEM-related experiences provided for students  | 40            | 5%            | 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  | 67            | 8%            | 5%            |
| Students retained, pursuant to s. 1008.25, F.S.   | 54            | 6%            | 3%            |
| Students who are not proficient in reading by third grade   | 45            | 30%           | 27%           |
| Students who receive two or more behavior referrals   | 21            | 2%            | 1%            |
| Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S. | 12            | 1%            | 0%            |

**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**

This year, Caloosa will hold a parent conference night to communication to parents their student's progress at the first quarter mark. We will also hold a Science Night for all parents and students in grades K-5.

**Specific Parental Involvement Targets**

| Target  | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Percent of parents who attend Parent Conference Night | 656           | 75%           | 80%           |

## 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
- Social Studies
- U.S. History EOC
- Civics EOC
- Science - Elementary School
- STEM
- STEM - All Levels
- Parental Involvement
- EWS - Elementary School

#### Resources Available to Support the Goal

- Sources of knowledge: -Curriculum (Curriculum Specialist, Cadre Members, Math Contact, Science Contact), -Data Analysis Assistance or Performance Matters Assistance (Duron, Lowry), -Professional Learning Communities (School Leadership Team) -Master Teachers from District
- Time: -Master Block Schedule -Common Planning -Flexible Work Schedule -Waiver Day for professional development
- Academic Support: -WIN (What I Need time) -Extended Day -MTSS
- Social Emotional Supports: -Full Time Behavior Specialist & Guidance Counselor -PEACE Team -PBS Program -Small Group Counseling
- Sources of additional non-district funding: -Strong & Active PTO -Sunrise/Sunset Program

#### Targeted Barriers to Achieving the Goal

- Systems for Learning -not fully defined -Need to target ALL students regardless of proficiency

## Plan to Monitor Progress Toward the Goal

Progress toward meeting the goal overall will be monitoring through targets that have been established via SMART goals with grade level teams. These goals will then be used to develop individual teacher SMART goals. The goals will be stated as: Reading: The number of students meeting expectations on the reading assessments will increase from \_\_\_\_\_% to at least \_\_\_\_\_% by the end of the year. Math: The number of students meeting expectations on math assessments will increase from \_\_\_\_\_% to at least \_\_\_\_\_% by the end of the year.

### **Person or Persons Responsible**

Grade level teams will write the team goals and individual teachers will meet with their assigned administrator to develop their individual goals.

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

Team goals will be developed by mid-September 2013. Individual goals will be developed by the beginning of October 2013.

### **Evidence of Completion:**

Both team and individual goal sheets will be maintained in both teachers and administrations data binders.

## 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.B7** Systems for Learning -not fully defined -Need to target ALL students regardless of proficiency

**G1.B7.S1** WIN Time

### Action Step 1

Create a 30 minute block during the school day to implement intensive interventions for all learners from kindergarten to grade five including IA students in grades two through five. This intensive intervention block will be fluid through out the year, based on the needs of the students at checkpoints during the year.

#### Person or Persons Responsible

School Administration will plan for the school-wide 30 minute block in the master schedule. The assistant principal will meet with each grade level team to provide training on analyzing data, developing WIN groups, progress monitoring in groups, and instructional resources. ESE CT teachers will perform additional testing on some students to determine exact needs and levels.

#### Target Dates or Schedule

The Master Schedule will be developed by July 31, 2013. Assessments used to compile data will be given the first 3 weeks of school. Professional Development will occur the first two weeks of September 2013.

#### Evidence of Completion

The master schedule will provide evidence of the WIN block. Lists of groups will be maintained on the school sharepoint. Inservice records will document training.

#### Facilitator:

Diana Lowry, Assistant Principal

#### Participants:

Kindergarten: Crystal Hatziyianis, Tiffany Moore, Lisa Pilgrim, Sharon Smith, Allison Randall, Jamie Schmitt, Allison Ross  
 First Grade: Erin Rossell, Cindy Faulkner, Robyn Heller, Megan Berkley, Jennifer Skocik, Jacqueline Dixon, Lettie Kovacs  
 Second Grade: Lynette Carwana, Stacy Pappas, Marcia Weeks, Valerie Munoz, Jenn Bowser, Laura Jordan, Allison McCarraher  
 Third Grade: Mark Olson, LaDonna White, Wendy Chapman, Debbie Barbosa, Maria Girard, Melissa Gilbert, Barbara Topham, Bonnie Pehlke  
 Fourth Grade: Heidi Flzer, Candy Ponce, Amanda Stansell, Janice Sickels, Elvira Padron, Kim Jordan  
 Fifth Grade: Bob Bravard, Russ Morris, Aramis Mugica, Shari Smith, Julie Fretter, Mike Duron



### **Plan to Monitor Fidelity of Implementation of G1.B7.S1**

Lesson Plans will be monitored for instructional planning, Classroom Walkthroughs will be conducted for fidelity of implementation. Data Analysis Protocol sheets will be collected from teams documenting the analysis of the data.

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

School Administration

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

Weekly

#### **Evidence of Completion**

Classroom Walkthrough Data, OnCourse lesson plans

### **Plan to Monitor Effectiveness of G1.B7.S1**

Baseline data is compiled at the beginning of the year. Formative assessments will be given both during WIN time and during classroom instructional time over the course of the year. STAR testing will occur monthly in kindergarten through second grades and quarterly in third through fifth grades.

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

Both school administration and instructional personnel will be responsible for monitoring data.

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

beginning of the year, monthly, quarterly and formative assessments during the instructional cycle.

#### **Evidence of Completion**

data will be compiled in Performance Matters and in Renaissance Place.

## 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

Caloosa Elementary is not a Title One school. Therefore, no Title One funds are available. Caloosa does receive SAI funding which is utilized in an Extended Day Instructional program. Serving 120 students for 32 days (or hours) this program adds an additional 187,200 minutes of instructional time to the school year. Caloosa houses 1 Headstart classroom on it's campus serving 18 pre-K students. Additionally, approximately 64% of our students receive Free or Reduced Lunch rates. Caloosa also received \$5,139 in Title II funds. That plan is still being developed at this time.

## 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.B7 Systems for Learning -not fully defined -Need to target ALL students regardless of proficiency

##### G1.B7.S1 WIN Time

#### PD Opportunity 1

Create a 30 minute block during the school day to implement intensive interventions for all learners from kindergarten to grade five including IA students in grades two through five. This intensive intervention block will be fluid through out the year, based on the needs of the students at checkpoints during the year.

#### Facilitator

Diana Lowry, Assistant Principal

#### Participants

Kindergarten: Crystal Hatziyianis, Tiffany Moore, Lisa Pilgrim, Sharon Smith, Allison Randall, Jamie Schmitt, Allison Ross First Grade: Erin Rossell, Cindy Faulkner, Robyn Heller, Megan Berkley, Jennifer Skocik, Jacqueline Dixon, Lettie Kovacs Second Grade: Lynette Carwana, Stacy Pappas, Marcia Weeks, Valerie Munoz, Jenn Bowser, Laura Jordan, Allison McCarraher Third Grade: Mark Olson, LaDonna White, Wendy Chapman, Debbie Barbosa, Maria Girard, Melissa Gilbert, Barbara Topham, Bonnie Pehlke Fourth Grade: Heidi Flzer, Candy Ponce, Amanda Stansell, Janice Sickels, Elvira Padron, Kim Jordan Fifth Grade: Bob Bravard, Russ Morris, Aramis Mugica, Shari Smith, Julie Fretter, Mike Duron

#### Target Dates or Schedule

The Master Schedule will be developed by July 31, 2013. Assessments used to compile data will be given the first 3 weeks of school. Professional Development will occur the first two weeks of September 2013.

#### Evidence of Completion

The master schedule will provide evidence of the WIN block. Lists of groups will be maintained on the school sharepoint. Inservice records will document training.

## Appendix 2: Budget to Support School Improvement Goals