



**Pam Stewart, Commissioner**

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

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**Hector A. Cafferata Jr Elementary School**

250 SANTA BARBARA BLVD N

Cape Coral, FL 33993

239-458-7391

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

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## School Demographics

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**School Type**  
Elementary School

**Title I**  
Yes

**Free and Reduced Lunch Rate**  
81%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority Rate**  
63%

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## School Grades History

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**2013-14**  
B

**2012-13**  
B

**2011-12**  
A

**2010-11**  
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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**Table of Contents**

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Part I: Current School Status</b>	<b>6</b>
<b>Part II: Expected Improvements</b>	<b>16</b>
<b>Goals Summary</b>	<b>20</b>
<b>Goals Detail</b>	<b>20</b>
<b>Action Plan for Improvement</b>	<b>23</b>
<b>Part III: Coordination and Integration</b>	<b>27</b>
<b>Appendix 1: Professional Development Plan to Support Goals</b>	<b>30</b>
<b>Appendix 2: Budget to Support Goals</b>	<b>31</b>

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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

Hector A. Cafferata Jr Elementary School

##### Principal

James Moreland

##### School Advisory Council chair

Vanessa Sberna

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

Name	Title
James Moreland	Prinicpal
Jennifer Lusk	Teacher Leader
Monica Urrely	Teacher Leader
Jennifer Hebert	Grade Level Chair
Dawn Leepper	Grade Level Chair
Johanna Calello	Grade Level Chair
Wendi Persechino	Grade Level Chair
Kristin Lucas	Grade Level Chair
Kaite Norris	Curriculum Specilaist
Linda Altman	Grade Level Chair
Courtney Pavelec	Grade Level Chair
Christine Archambault	Grade Level Chair
Kimberley Molhem	Assistant Principal

#### 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

SAC Chair: Vanessa Sberna

SAC Secretary: Katie Norris

Principal: James Moreland  
Parent Involvement Specialist: Heather Minore  
Community Member: Mary Barrick  
Business Member: Jennie De Lima, Manager Home Depot, Cape Coral  
DAC representative: Erika Mitchinson  
Staff: Mildrey Sanchez  
Faculty: Wes Moreland, Monica Urrely, Cara Corbett, Sue Wisner (DAC alt),  
Heather Minore, Katie Norris, Francine Swickheimer, Leslie March  
Members: Sindia Perez, Lurde Almonte, Zaida Uzal, Jennifer Gorra

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

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

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

The SAC will conduct 8 meetings during the 2013-2014 school year to review minutes from the DAC meetings. They will also meet to discuss the instructional academic programs, volunteer opportunities, program forming, and informational topics. SAC will vote to approve the SIP.

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

We do not have any school improvement funds at this time

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

In Compliance

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

**Highly Qualified Staff**

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

**Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

<b>James Moreland</b>		
Principal	Years as Administrator: 8	Years at Current School: 2
<b>Credentials</b>	MA in Ed Leadership BS in Biology	
<b>Performance Record</b>	2012-2013 Cafferata Elementary Grade: B, 52% of students made learning gains in Reading, 52% of students made learning gains in Math, 55% of students scored at achievement level 3.5 and higher in writing, 29% of students scored Level 3 or higher in Science.	

<b>Kim Molhem</b>		
Asst Principal	Years as Administrator: 7	Years at Current School: 1
<b>Credentials</b>	Degrees: Bachelors in Elementary Education - University of Central Florida Masters in Educational Leadership - Florida Gulf Coast Univeristy Certified in: K-3 Primary Education 1st - 6th Elementary Education ELL Endorsed	
<b>Performance Record</b>		

**Instructional Coaches**

<b># of instructional coaches</b>	6
<b># receiving effective rating or higher</b> (not entered because basis is < 10)	
<b>Instructional Coach Information:</b>	

<b>Janice Gergenti</b>		
Full-time / School-based	Years as Coach: 7	Years at Current School: 2
<b>Areas</b>	Reading/Literacy, Mathematics, Data, Other	
<b>Credentials</b>	BS in Elementary Ed K-5, ESE	
<b>Performance Record</b>	2012-2013 Cafferata Elementary Grade: B, 52% of students made learning gains in Reading, 52% of students made learning gains in Math, 55% of students scored at achievement level 3.5 and higher in writing, 29% of students scored Level 3 or higher in Science. 2011-2012 Cafferata Elementary Grade: A	



<b>Sabrina Messineo</b>		
Full-time / School-based	Years as Coach: 1	Years at Current School: 8
<b>Areas</b>	Reading/Literacy, Mathematics	
<b>Credentials</b>	MS in Elementary Ed K-5	
<b>Performance Record</b>	2012-2013 Cafferata Elementary Grade: B, 52% of students made learning gains in Reading, 52% of students made learning gains in Math, 55% of students scored at achievement level 3.5 and higher in writing, 29% of students scored Level 3 or higher in Science. 2011-2012 Cafferata Elementary Grade: A 2010-2011 Cafferata Elementary Grade A, 77%AYP	

<b>Heather Minore</b>		
Full-time / School-based	Years as Coach: 1	Years at Current School: 9
<b>Areas</b>	Reading/Literacy, Mathematics	
<b>Credentials</b>	MS in Elementary Ed K-5, National Board Certification	
<b>Performance Record</b>	2012-2013 Cafferata Elementary Grade: B, 52% of students made learning gains in Reading, 52% of students made learning gains in Math, 55% of students scored at achievement level 3.5 and higher in writing, 29% of students scored Level 3 or higher in Science. 2011-2012 Cafferata Elementary Grade: A 2010-2011 Cafferata Elementary Grade A, 77%AYP	

<b>Sue Wisner</b>		
Full-time / School-based	Years as Coach: 2	Years at Current School: 5
<b>Areas</b>	Reading/Literacy, Mathematics, Science, Data, RtI/MTSS, Other	
<b>Credentials</b>	MS in Tech Specialist Media, Elementary	
<b>Performance Record</b>	2012-2013 Cafferata Elementary Grade: B, 52% of students made learning gains in Reading, 52% of students made learning gains in Math, 55% of students scored at achievement level 3.5 and higher in writing, 29% of students scored Level 3 or higher in Science. 2011-2012 Cafferata Elementary Grade: A 2010-2011 Cafferata Elementary Grade A, 77%AYP	

<b>Katie Norris</b>		
Full-time / School-based	Years as Coach: 4	Years at Current School: 5
<b>Areas</b>	[none selected]	
<b>Credentials</b>	BS in Elementary Education, MS in Curriculum and Instruction with a Reading Endorsement K-12	
<b>Performance Record</b>	2012-2013 Cafferata Elementary Grade: B, 52% of students made learning gains in Reading, 52% of students made learning gains in Math, 55% of students scored at achievement level 3.5 and higher in writing, 29% of students scored Level 3 or higher in Science. 2011-2012 Cafferata Elementary Grade: A 2010-2011 Cafferata Elementary Grade A, 77%AYP	

<b>Kerri Weiner</b>		
Full-time / School-based	Years as Coach: 3	Years at Current School: 8
<b>Areas</b>	[none selected]	
<b>Credentials</b>	BS in Elementary Education, ESOL Endorsement MS in Computer Education	
<b>Performance Record</b>	2012-2013 Cafferata Elementary Grade: B, 52% of students made learning gains in Reading, 52% of students made learning gains in Math, 55% of students scored at achievement level 3.5 and higher in writing, 29% of students scored Level 3 or higher in Science. 2011-2012 Cafferata Elementary Grade: A 2010-2011 Cafferata Elementary Grade A, 77%AYP	

**Classroom Teachers**

<b># of classroom teachers</b>	57
<b># receiving effective rating or higher</b>	57, 100%
<b># Highly Qualified Teachers</b>	100%
<b># certified in-field</b>	57, 100%
<b># ESOL endorsed</b>	42, 74%
<b># reading endorsed</b>	7, 12%

**# with advanced degrees**

19, 33%

**# National Board Certified**

2, 4%

**# first-year teachers**

3, 5%

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

28, 49%

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

23, 40%

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

6, 11%

**Education Paraprofessionals**

**# of paraprofessionals**

13

**# Highly Qualified**

13, 100%

**Other Instructional Personnel**

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

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Teacher Recruitment and Retention Strategies**

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

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

Monthly meetings with new teachers and Administration; Partnering new teachers with certified Mentor Teachers; Once a month progress monitoring meetings with Administration; Continue the implementation of Kagan Cooperative Learning into instruction with Kagan Coaching and modeling; new teachers will participate in online curriculum training to increase knowledge of curriculum and teaching strategies.

**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**

Hector Cafferata Elementary School is participating in the Teacher Leader program during the 2013-2014 school year. Teacher Leaders will be assigned to work with the most intensive students in the third and fifth grades for 40% of their daily schedule and will spend the additional 60% of their daily schedule working as teacher coaches, modeling lessons, assisting with classroom and behavior

management, pulling data and assisting instructional staff on becoming more effective, and assisting teachers to become highly effective on their end of the year evaluation.

Mentor Teacher: Katie Norris/ Mentee: Kelly Eberz Kelly is a first year, Katie is the curriculum specialist and coaching Kelly through the APPLES/ Mentoring Program.

Mentor Teacher: Canaan McDuffee/ Mentee: Jason McCarraher Jason is a first year teacher. Canaan is a veteran 4th grade teacher, is located immediately across the hall, and coaching Jason through the APPLES/ Mentoring Program.

Mentor Teacher: Christine Archambault/ Mentee: Cheri Ryan Cheri is a first year teacher, Christine is a veteran 2nd grade teacher, is located immediately next door, and coaching Cheri through the APPLES/ Mentoring Program.

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

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

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

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

Resource support - Title 1 funded team of 6 teachers and a curriculum specialist

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

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

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

The roles of each member are as follows:

Classroom Teacher

- Keep ongoing progress monitoring notes in a MTSS folder (curriculum assessments, STAR or FCAT scores, work

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

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

- Implement interventions designed by MTSS Team for students in Tier 2 & 3

- Deliver instructional interventions with fidelity

Reading or Math Coach/Specialist

- Attend MTSS Team meetings

- Train teachers in interventions, progress monitoring, differentiated instruction

- Implement Tier 2 & 3 interventions

- Keep progress monitoring notes & anecdotes of interventions implemented

- Administer screenings

- Collect school-wide data for team to use in determining at-risk students

Speech-Language Pathologist

- Attend MTSS Team meetings for some Tier 2 & Tier 3 students

- Completes Communication Skills screening for students unsuccessful with Tier 2 interventions

- Assist with Tier 2 & 3 interventions through collaboration, training, and/or direct student contact

- Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions

Principal/Assistant Principal

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

#### MTSS Chair

- Facilitate implementation of MTSS in your building

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

#### School Psychologist

- Attend MTSS Team meetings on some students in Tier 2 & on all students in Tier 3
- 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

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#### ESE Teacher/Staffing Specialist

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

#### Specialist (Behavior, OT, PT, ASD)

- Consult with MTSS Team
- Provide staff trainings

#### Social Worker

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

#### ESOL/ELL Representative

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

Provide ELL interventions at all tiers

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

The MTSS Leadership Team assists with the analysis of school, classroom, and student level data in order to identify areas for school improvement. Additionally, the team assists with the evaluation of the student response to current interventions, curricula, and school systems.

### **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**

Cafferata 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 developed a comprehensive training and support plan for schools. District teams have been established to support schools in the implementation of the MTSS process for all students. The teams 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.

The teams are comprised of teachers with knowledge in effective instructional practices, data analysis, behavior management techniques, and ESOL strategies. All team members are provided on-going staff development training regarding the MTSS process and research based practices to support the academic and behavioral needs of students.

## Literacy Leadership Team (LLT)

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

Name	Title
James Moreland	Principal
Ashley LaMar	Assistant Principal
Jennifer Hebert	K Grade Level Chair
Dawn Leepper	1st Grade Level Chair
Christine Archambault	2nd Grade Level Chair
Johanna Calello	3rd Grade Level Chair
Wendi Persechino	4th Grade Level Chair
Kristin Lucas	5th Grade Level Chair
Kate Norris	Curriculum Specialist
Linda Altman	Specials Grade Level Chair
Jeniifer Lusk	Teacher Leader
Monica Urrely	Teacher Leader
Courtney Pavelec	ESE Grade Level Chair

### How the school-based LLT functions

The LLT meets once a month to discuss Literacy and how it is implemented in our school and district. Each grade level representative takes back the information discussed at the LLT meetings and shares it with their grade level.

### Major initiatives of the LLT

For the 2013-2014 school year, the LLT will meet once a month with Administration to support the needs of students and staff through the implementation of the 2 new core curriculum. The LLT will also review the progress of the implementation of the PLCs and support the staff in both training needs and implementation. The LLT is also responsible for running our Accelerated Reading Program and encouraging literacy in our students.

## 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

K orientation, Open house with classroom visits

Screening data will be collected and aggregated for the first 30 days of school using the FLKRS assessment. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling,

guided practice and independent practice of all academic and/or social emotional skills. Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains in order to determine the need for changes to the instructional/intervention programs.

## Expected Improvements

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

### Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	68%	59%	No	71%
American Indian				
Asian				
Black/African American	58%	45%	No	63%
Hispanic	68%	54%	No	71%
White	71%	64%	No	74%
English language learners	43%	26%	No	49%
Students with disabilities	46%	23%	No	51%
Economically disadvantaged	67%	58%	No	70%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	92	25%	32%
Students scoring at or above Achievement Level 4	116	32%	39%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		100%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	119	52%	57%
Students in lowest 25% making learning gains (FCAT 2.0)	25	57%	62%



**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)	37	69%	72%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	20	37%	43%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	16	30%	37%

**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	61	55%	57%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

**Area 3: Mathematics**

**Elementary and Middle School Mathematics**

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	63%	52%	No	67%
American Indian				
Asian				
Black/African American	50%	11%	No	55%
Hispanic	63%	52%	No	66%
White	68%	56%	No	72%
English language learners	43%	31%	No	49%
Students with disabilities	53%	25%	No	57%
Economically disadvantaged	61%	52%	No	65%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	97	27%	32%
Students scoring at or above Achievement Level 4	89	25%	30%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		100%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	118	52%	57%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	26	53%	58%

**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	34	29%	37%
Students scoring at or above Achievement Level 4	22	19%	27%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

**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)	1		4
Participation in STEM-related experiences provided for students	1	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	50	7%	5%
Students retained, pursuant to s. 1008.25, F.S.	15	2%	1%
Students who are not proficient in reading by third grade	34	9%	5%
Students who receive two or more behavior referrals	39	5%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	20	3%	1%

**Area 9: Parent Involvement**

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

**Parental involvement targets for the school**

In 2013, 349 parents or 25% of our parents participated in school activities. In 2014, we will increase the number of parents participating in school activities from 25% to 50%.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
In 2014 parent participation will increase	349	25%	50%
Instructional Parent Nights will increase in frequency	3	30%	70%

**Area 10: Additional Targets****Additional targets for the school**

In 2013 202 student referrals were issued due to behavior choices. In 2014, this number will decrease by half by utilizing the Second Step Program. The Guidance Counselor, Janine Johns will meet with students to discuss, coach, and evaluate decisions being made. The Second Step program promotes skills for social and academic success and incorporates English and math standards from the Common Core State Standards.

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Decrease school bullying/ discipline referrals by half in 2014	202	27%	14%

## Goals Summary

- G1.** Increase student achievement gains school-wide by focusing on teaching and learning.
- G2.** Four Professional Development Opportunities will occur in the 2013-2014 school year. New reading and math curriculum adoption, computer based assessments and curriculum, standardized assessments, and PLC training will be the focus.

## 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)
- 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 - Elementary School
- STEM
- STEM - All Levels

#### Resources Available to Support the Goal

- Professional Learning Communities will discuss specific literature to be utilized to address cross curricular content and how to disperse for all grade level teachers.
- Teacher Leaders and Resource Teachers will support instructional staff by modeling lessons, providing examples, assisting with best practices, reviewing data and addressing areas for improvement.

#### Targeted Barriers to Achieving the Goal

- Students are not fluent readers.

#### Plan to Monitor Progress Toward the Goal

Administration attends weekly Progress Monitoring Meetings and PLC Sessions to ensure productivity, process validity, and PLC effectiveness.

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule:

Weekly

#### Evidence of Completion:

Meeting Minutes and Agendas are evidence of what took place during these meetings and sessions.

**G2.** Four Professional Development Opportunities will occur in the 2013-2014 school year. New reading and math curriculum adoption, computer based assessments and curriculum, standardized assessments, and PLC training will be the focus.

### **Targets Supported**

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

### **Resources Available to Support the Goal**

- Christine Busenbark, Coordinator Elementary Reading, Training at Hector Cafferata Elementary School for all teachers during thier individual planning periods Candice Allevato: Coordinator, Elementary Math, training at Hector Cafferata Elementary School for all teachers during thier individual planning periods. She will be focusing on the new Go Math online lesson plans, tools, and eplanner. The Core PLC Team: James Moreland, Monica Urrhely, Jennifer Lusk, Janice Gergenti, and Francine Swickheimer will model and train PLC team leaders on creating norms, expectations, and how to run PLC sessions with fidelity. Jennifer Lusk, Teacher Leader and Kerri Weiner, Reading Coach will be providing individual training on Compass Odyssey for new teachers and refreshers for veteran teachers who are familiar with the program but need assistance with reports not used frequently.
- Curriculum Master Teachers Rebecca Mendez (Reading Street) and Laurie Delikat (Go Math) will lead grade level specific curriculum training on campus. This training will occur in the first quarter to support staff in working with the new curriculum.

### **Targeted Barriers to Achieving the Goal**

- The trainings with Christine Busenbark and Candice Allevato will be brief one time trainings. This may or may not be sufficient training for every teacher.

## Plan to Monitor Progress Toward the Goal

Meet to discuss questions and/or concerns from staff related to additional training, lack of student learning, additional professional development, etc

### **Person or Persons Responsible**

James Moreland, Ashley LaMar- Administration Monica Urrely, Jennifer Lusk- Teacher Leaders Katie Norris- Curriculum Specialist

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

as needed

### **Evidence of Completion:**

As questions arise they will be addressed on the weekly Progress Monitoring Meeting Minutes or PLC agenda forms

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

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

**G1.B1** Students are not fluent readers.

**G1.B1.S1** Students are having routine, weekly fluency checks to monitor progress and suggest individual strategies for improvement.

#### **Action Step 1**

Supporting every classroom teacher by coming to each and every class and performing a fluency check on every student. This fluency check will document errors and words per minute.

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

Charles Rucker

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

Every 7 days

#### **Evidence of Completion**

At the completion of the fluency check the student will have data to take home and discuss his/her reading progress. Teachers will have evidence of fluency growth and areas for improvement.

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

Master Fluency Schedule

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

Classroom Teachers

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

The classroom teachers have a schedule of when Charles Rucker will be working with their students. They can plan their lessons accordingly as to not lose valuable instructional time.

#### **Evidence of Completion**

Teachers will have the completed student fluency sheets as evidence that Charles Rucker has read with their students. Classroom Teachers have data folders to track fluency and student achievement.

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

Katie Norris handles scheduling and will discuss teacher's schedules during weekly Progress Monitoring Meetings or PLC sessions to ensure the effectiveness of this strategy

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

Katie Norris

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

Quarterly

#### **Evidence of Completion**

The master schedule is created in the beginning of the year but it is a working document to ensure maximum student learning and teacher effectiveness. Changes in the schedule are strictly done when evidence has been provided that it will positively impact learning.

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

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

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

#### **Evidence of Completion**

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

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

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

#### **Evidence of Completion**



**G2.** Four Professional Development Opportunities will occur in the 2013-2014 school year. New reading and math curriculum adoption, computer based assessments and curriculum, standardized assessments, and PLC training will be the focus.

**G2.B1** The trainings with Christine Busenbark and Candice Allevato will be brief one time trainings. This may or may not be sufficient training for every teacher.

**G2.B1.S1** The Administrators, Teacher Leaders, and Curriculum Specialist will maintain communication between staff and district coordinators to ensure that teachers are receiving the support they need.

**Action Step 1**

Meet to discuss data, specific student needs, and specific teacher needs. When additional training is required it will be arranged.

**Person or Persons Responsible**

PLC Collaborators

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

PLC meeting minutes will document specific instructional needs and the professional development that is brought to the school will be evidence of that need being fulfilled.

**Facilitator:**

PLC Leader

**Participants:**

PLC Collaborators

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

Our administration will be monitoring PLC minutes and attending PLC's when necessary

**Person or Persons Responsible**

Administration: James Moreland

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Administration must approve all professional development brought to our campus.

## **Plan to Monitor Effectiveness of G2.B1.S1**

Administration will perform regular classroom walk throughs to ensure successful curriculum instruction and implementation

### **Person or Persons Responsible**

Administration

### **Target Dates or Schedule**

Weekly

### **Evidence of Completion**

PLC's will have current data to demonstrate student achievement

## 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 1, Part A:

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

#### Title 1, Part C Migrant:

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

#### Title 1, Part D:

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

#### Title II:

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

#### Title III:

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

#### Title VI, Part B:

Not Applicable

Title X Homeless:

Title X coordinates with Title I, Part A, to provide comparable services to homeless children who are not attending Title I schools. By providing ongoing collaboration between Title X and Title I, Part A, program staff, the same services for homeless students in non Title I schools are provided to homeless students in Title I schools. In addition to serving homeless students not enrolled in Title I schools, funds are set-aside to provide services to homeless students who are attending Title I schools. Homeless students who attend Title I school-wide or targeted assistance schools may have unique challenges that are not addressed by the regular Title I program at these schools. These challenges may create barriers to full participation in Title I programs and defeat the overarching program goal of helping all students meet challenging state standards. For

instance, students who reside in shelters, motels, or other overcrowded conditions may not have a quiet place to study at the end of the day and may require extended after-school library time; tutoring and/or accessibility to tutoring as needed, school supplies, expedited evaluations, extended days/ learning opportunities, Saturday schools, summer academic camps, coordination of services with shelters or other homeless service providers, or, a student who is dealing with the stress and anxiety associated with homelessness may not be able to focus on his or her studies and may benefit from school counseling services. Through Title I, Part A, or Title I, Part A, in conjunction with Title X, McKinney-Vento funding homeless students can take part in services that enable them to benefit more from a school's Title I program.

Supplemental Academic Instruction (SAI):

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

Violence Prevention Programs:

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

Nutrition Programs:

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

Housing Programs:

Not Applicable

Head Start:

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

Adult Education:

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

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

CTE:

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

Job Training:

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

## 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.*

**G2.** Four Professional Development Opportunities will occur in the 2013-2014 school year. New reading and math curriculum adoption, computer based assessments and curriculum, standardized assessments, and PLC training will be the focus.

**G2.B1** The trainings with Christine Busenbark and Candice Allevato will be brief one time trainings. This may or may not be sufficient training for every teacher.

**G2.B1.S1** The Administrators, Teacher Leaders, and Curriculum Specialist will maintain communication between staff and district coordinators to ensure that teachers are receiving the support they need.

### PD Opportunity 1

Meet to discuss data, specific student needs, and specific teacher needs. When additional training is required it will be arranged.

#### Facilitator

PLC Leader

#### Participants

PLC Collaborators

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

PLC meeting minutes will document specific instructional needs and the professional development that is brought to the school will be evidence of that need being fulfilled.

## Appendix 2: Budget to Support School Improvement Goals