2013-2014 SCHOOL IMPROVEMENT PLAN

Skyline Elementary School

620 SW 19TH ST

Cape Coral, FL 33991

239-772-3223

http://sky.leeschools.net/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	No	74%

Alternative/ESE Center	Charter School	Minority Rate
No	No	44%

School Grades History

2013-14	2012-13	2011-12	2010-11
A	C	B	A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School
Skyline Elementary School

Principal
Charles Vilardi

School Advisory Council chair
Renee Fenske

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

Name	Title
Charles Vilardi	Principal
Chris Cann	Assistant Principal
Melinda Nelson	Reading Specialist
Renee Fenske	Media Specialist
Jhonathan Taveras	Tech Specialist
Nancy Afflerbach	School Counselor

District-Level Information

District
Lee

Superintendent
Dr. Nancy J Graham

Date of school board approval of SIP
10/22/2013

School Advisory Council (SAC)

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

Membership of the SAC

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, parents, and other
business and community citizens who are representative of the ethnic, racial, and economic community served by the school.
SAC Chair - Teacher - Fenske, Renee
DAC - Support Staff - Setaro, Lorry
DAC Alt. - Teacher - Lewis, Gail
- Administrator - Vilardi, Charles
- Administrator - Cann, Christopher
- Teacher - Nelson, Melinda

- Teacher - Petro, Tonia
- Teacher - Lewis, Gail
- Teacher - Hilderbrand, Jen
- Support Staff - Brockway, Jen
- Parent - Stanley, Jackie
- Parent - Christian, Margaret
- Parent - Blessing, Margaret
- Parent - Robinette, Jen
- Parent - Vicens, Melissa
- Parent - Nieves, Luis
- Parent - Alonso, Sergio
- Community - Leslee Salyers
- Community - Leon, Carlos
- Community - Fenske, Alexander
- Business - Cape Christian, (Pastor) Gingerich, Dennis

Involvement of the SAC in the development of the SIP

The SAC chair, administration and members of SAC worked together to complete the School Improvement Plan after two district level trainings were attended by SAC members and administration.

Activities of the SAC for the upcoming school year

The SAC committee will review school FCAT data and goals for the upcoming school year. The SAC committe will support all staff members for the school-wide implementation of the 'Leader in Me" Training.
This training includes implementing "The 7 Habits of Highly Effective People."

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

No funds have been allocated.

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

Measures being taken to comply

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:

Charles Vilardi		
Principal	Years as Administrator: 15	Years at Current School: 7

Credentials	Certification areas: Elementary grades 1-6 Principal K-12 Degrees: Masters in Educational Leadership - Nova Southeastern University BS in Elementary Education - University of South Florida
Performance Record	Principal of Skyline Elementary in 2012-13. Grade: C Science Mastery: 52% Writing Mastery: 53% Principal of Skyline Elementary in 2011-12. Grade: B Reading Mastery: 58% Math Mastery: 56% Science Mastery: 38% Writing Mastery: 80% Principal of Skyline Elementary in 2010-11. Grade: A Reading Mastery: 70% Math Mastery: 67% Science Mastery: 47% Writing Mastery: 93% AYP: White, Hispanic, ESE, and Economically disadvantaged did not meet AYP in Math. White, Hispanic, Economically Disadvantaged, and ESE did not meet AYP in Reading Principal of Skyline Elementary in 2009-10. Grade: A Reading Mastery: 70% Math Mastery: 66% Science Mastery: 48% Writing Mastery: 94% AYP: White, Hispanic, ESE, and Economically disadvantaged did not meet AYP in Math. White, Hispanic, Economically Disadvantaged, and ESE did not meet AYP in Reading Principal of Skyline Elementary in 2008-09. Grade: A Reading Mastery: 80% Math Mastery: 74% Science Mastery: 50% Writing Mastery: 93% AYP: Hispanic, ESE, and Economically

disadvantaged did not meet AYP in Math.
ESE did not meet AYP in Reading
2007-08:
Grade: A
Reading Mastery: 82%
Math Mastery: 78%
Science Mastery: 46%
Writing Mastery: 89%
AYP: Skyline made AYP through Safe
Harbor
2006-07: Grade: A
Reading Mastery: 81%
Math Mastery: 75%
Science Mastery: 46%
Writing Mastery: 76%

Christopher Cann		
Asst Principal	Years as Administrator: 5	Years at Current School: 2

Credentials	Certification areas: Elementary grades K-6 Principal K-12 Degrees: Masters in Educational Leadership - Nova Southeastern University B.S. in Elementary Education K-6 & psychology - Seton Hall University Assistant Principal of Skyline Elementary in 2012-14.
Performance Record	Skyline Elementary in 2012-13. Grade: C Science Mastery: 52% Writing Mastery: 53% Skyline Elementary in 2011-12. Grade: B Reading Mastery: 58% Math Mastery: 56% Science Mastery: 38% Writing Mastery: 80%

Instructional Coaches

# of instructional coaches
1

 # receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Melinda Sue Nelson		
Full-time / District-based	Years as Coach: 5	Years at Current School: 5
Areas	Reading/Literacy	
Credentials	Certification areas: Elementary Education grades 1-6 Primary Education grades K-2 ESOL endorsement Reading Specialist K-12 Educational Media Specialist PK-12 Degrees: Masters Primary Education - Nova Southeastern University B.S. Elementary Education - University of South Florida	
Performance Record	Skyline Elementary in 2012-13. Grade: C Science Mastery: 52% Writing Mastery: 53% Skyline Elementary in 2011-12. Grade: B Reading Mastery: 58% Math Mastery: 56% Science Mastery: 38% Writing Mastery: 80% Skyline Elementary in 2010-11. Grade: A Reading Mastery: 70% Math Mastery: 67% Science Mastery: 47% Writing Mastery: 93% AYP: White, Hispanic, ESE, and Economically disadvantaged did not meet AYP in Math. White, Hispanic, Economically Disadvantaged, and ESE did not meet AYP in Reading Skyline Elementary in 2009-10. Grade: A Reading Mastery: 70% Math Mastery: 66% Science Mastery: 48% Writing Mastery: 94% AYP: White, Hispanic, ESE, and Economically disadvantaged did not meet AYP in Math. White, Hispanic, Economically Disadvantaged, and ESE did not meet AYP in Reading Skyline Elementary in 2008-09. Grade: A Reading Mastery: 80%	

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Math Mastery: 75%
Science Mastery: 46%
Writing Mastery: 76%

Classroom Teachers

# of classroom teachers
59

 # receiving effective rating or higher
57, 97%

 # Highly Qualified Teachers
95%

 # certified in-field
56, 95%

 # ESOL endorsed
45, 76%

 # reading endorsed
3, 5%

 # with advanced degrees
15, 25%

 # National Board Certified
2, 3%

 # first-year teachers
1, 2%

 # with 1-5 years of experience
6, 10%

 # with 6-14 years of experience
30, 51%

with 15 or more years of experience
22, 37%

Education Paraprofessionals

of paraprofessionals
25

Highly Qualified
25, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above
5

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

Faculty will partipate in professional developement to
meet district, state and federal requirements in regards to
certification renewal.
Regular meetings of new teachers with Assistant Principal
Partnering new teachers or teachers with less than 3
years experience with veteran staff

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

Weekly meetings, feedback, shared planning
Rationale: new to school and/or common curriculum

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

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

The MTSS Leadership Team 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.

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

The MTSS Leadership team at Skyline meets on a as needed basis to analyze school and/or student progress data in order to monitor the progress of students receiving interventions and to identify students in need of
more support. The team uses the five-step problem solving process as outlined in the district's MTSS Manual.
The roles of each member are as follows:
Choose appropriate members and roles below; and add any additional roles/responsibilities each may have.
Classroom Teacher
• Keep ongoing progress monitoring notes in a MTSS folder (FAIR, curriculum assessments, SAT 10 or FCAT scores, work
samples, anecdotals) 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 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 & anecdotals 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
• 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
• 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 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
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 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 problemsolving 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

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

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

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

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program	
Minutes added to school year: 360	

Students participating in the afterschool program with be tutored in core academic subjects and some will be exposed to enrichment activities.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

Data will be collected weekly and analyzed to drive future instruction.

Who is responsible for monitoring implementation of this strategy?

The Assistant Principal will be responsible for monitoring implementation of this strategy.

Literacy Leadership Team (LLT)

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

Name	Title
Melinda Sue Nelson	Chairperson
Charles Vilardi	Principal
Christopher Cann	Assistant Principal
Renee Fenske	Media Specialist
Colleen McCarthy	teacher
Jamie Dalesandro	teacher
Beth Williamson	teacher
Vickie Stokes	teacher
Mary Belfi	teacher
Christine Boss	teacher
Heather Watt	teacher

How the school-based LLT functions

The LLT holds monthly meetings to discuss and address reading concerns, issues, or new implementations at the school level. Each grade level has a representative that relays information to their team members.

Major initiatives of the LLT

Common Core Standards will be fully implemented in grades K-2 following the district's academic plan. All teachers will receive additional training in Common Core Standards and PARCC.

Every Teacher Contributes to Reading Instruction

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

Teachers will participate in grade level meetings, committee meetings, coteach small groups, reading intervention, monthly data analysis meetiings, Leader In Me & Common Core training.
Teachers will also meet with administration 2 times per quarter to monitor student progress and discuss strategies for small group instruction for all students.
Compass Learning and Performance Matters will also be utilized for data analysis to drive student 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

Activities with Early Childhood include one blended VPK/Title I classroom 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.

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	63%	62%	No	66%
American Indian				
Asian				
Black/African American	57%	35%	No	61%
Hispanic	58%	59%	Yes	62%
White	67%	66%	No	70%
English language learners	26%	43%	Yes	33%
Students with disabilities	38%	26%	No	45%
Economically disadvantaged	58%	60%	Yes	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	106	28%	31%
Students scoring at or above Achievement Level 4	125	33%	36%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		46%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		32%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	168	66%	69%
Students in lowest 25% making learning gains (FCAT 2.0)	40	62%	65%

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)	45	83%	86%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	43	80%	83%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	41	76%	79%

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	70	56%	59%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		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	60%	53%	No	64%
American Indian				
Asian				
Black/African American	48%	30%	No	54%
Hispanic	50%	50%	Yes	55%
White	65%	55%	No	69%
English language learners	26%	33%	Yes	33%
Students with disabilities	39%	21%	No	45%
Economically disadvantaged	54%	46%	No	59%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	117	31%	34%
Students scoring at or above Achievement Level 4	89	28%	31%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		39%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		32%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	152	60%	63%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	37	54%	57%

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	29	21%	24%
Students scoring at or above Achievement Level 4	43	31%	34%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		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)	2		3
Participation in STEM-related experiences provided for students	2	100%	33%

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	155	18%	15%
Students retained, pursuant to s. 1008.25, F.S.	43	5%	2%
Students who are not proficient in reading by third grade	38	30%	27%
Students who receive two or more behavior referrals	36	4%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	21	2%	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

Increase the number of parents on our PTO and Dad's Club from 20 members during the 2012-2013 school year to 30 members total during the 2013-2014 school year.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
30 parents participating regulary in Dad's Club and PTO	20	100%	33%

Goals Summary

G1. Student achievement gains will increase school-wide by focusing on teaching and learning using the Common Core and with an emphasis on the instructional shifts.

Goals Detail

G1. Student achievement gains will increase school-wide by focusing on teaching and learning using the Common Core and with an emphasis on the instructional shifts.

Targets Supported

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

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

- Science

- Science - Elementary School

Resources Available to Support the Goal

- 100% Highly Qualified Teachers

- Common Core Curriculum

- Technology that supports the Common Core

- ESOL Paras

- MTSS Team

- Administration

- Parents

- PTO/ Dad's Club

- "A" additional reading help in 4th and 5th grades

- Volunteers

- Mentors

- Community Resources such as Cape Christian Church

- District Personnel

- Data Meetings

- School Lighthouse Team

- Grade Level Chairs

- Professional Development at both district and School Level

- School Leadership Team

- PLC's

Targeted Barriers to Achieving the Goal

- Data is collected but not utilized to drive instruction across all grade levels and curriculum content areas.

Plan to Monitor Progress Toward the Goal

Classroom Walkthrough Data

Person or Persons Responsible
Admin, Reading Specialist, Media Specialist , and Technology Specialist

Target Dates or Schedule:
Weekly

Evidence of Completion:
Weekly Assessments Baseline Assessments STAR Renaissance Place

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. Student achievement gains will increase school-wide by focusing on teaching and learning using the Common Core and with an emphasis on the instructional shifts.

G1.B1 Data is collected but not utilized to drive instruction across all grade levels and curriculum content areas.

G1.B1.S2 2. Grade Level PLC's will focus on instructional planning and best practices.

Action Step 1

Monitor Data and plan for instruction based on the data.

Person or Persons Responsible

Grade Level Teams

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans Testing Data

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

Monitor Teachers' Plans

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Test Data

Plan to Monitor Effectiveness of G1.B1.S2

look at data

Person or Persons Responsible

Grade Level Teams and Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Test Data

G1.B1.S6 6. Professional Development Training In the Following Areas: a. Writing Planning to Go Beyond 3.0 b. Science Training in PSELL c. Math Training and Planning to align the common core. d. Literacy Training and planning to align the common core. e. Technology Training-Performance Matters and Compass f. Leader In Me Training- February 18th, 2014

Action Step 1

Writing-Karen Sparks Literacy-Busenbark Math-Nick P. Candace Alvarado Science-Negron Technology-Nelson and Taveras Leader In Me-McCarthy and the Covey org.

Person or Persons Responsible

All Teachers

Target Dates or Schedule

Writing=September 2013, Science=Monthly August 2013-May 2014, Math- September 2013, Literacy-August 2013-May 2014. Technology August 2013-May 2014, Leader in Me August 2013-2014.

Evidence of Completion

Inservice Records

Facilitator:

Participants:

All Teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S6

Classroom Walk-Through Data

Person or Persons Responsible

Admin

Target Dates or Schedule

Monthly

Evidence of Completion

End of Year Walk-Through Data and Teacher Evaluation.

Plan to Monitor Effectiveness of G1.B1.S6

Lesson Planning and Student Data,

Person or Persons Responsible

Admin and Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Grade Level Notes and Data Analysis Notes

Coordination and Integration

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

Our Title II funds will be utilized to continue our learning in the Leader In Me program. We are now in our 3rd year of training and have been designated as an official Leader In Me school. We are working to become Lee County's First Lighthouse School.

SAI funding is used to hire a Full-Time Reading Specialist to coach our teachers and work with students. We also use SAI funds to Hire a Full-Time Science Teacher for K-5 students. SAI funds will also be used to purchase science materials school wide, and specifically for 5th grade supplemental programs.

We do have one headstart Unit with 18 children included on our campus.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. Student achievement gains will increase school-wide by focusing on teaching and learning using the Common Core and with an emphasis on the instructional shifts.

G1.B1 Data is collected but not utilized to drive instruction across all grade levels and curriculum content areas.

G1.B1.S6 6. Professional Development Training In the Following Areas: a. Writing Planning to Go Beyond 3.0 b. Science Training in PSELL c. Math Training and Planning to align the common core. d. Literacy Training and planning to align the common core. e. Technology Training-Performance Matters and Compass f. Leader In Me Training- February 18th, 2014

PD Opportunity 1

Writing-Karen Sparks Literacy-Busenbark Math-Nick P. Candace Alvarado Science-Negron Technology-Nelson and Taveras Leader In Me-McCarthy and the Covey org.

Facilitator

Participants

All Teachers

Target Dates or Schedule

Writing=September 2013, Science=Monthly August 2013-May 2014, Math- September 2013, Literacy-August 2013-May 2014. Technology August 2013-May 2014, Leader in Me August 2013-2014.

Evidence of Completion

Inservice Records

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Student achievement gains will increase school-wide by focusing on teaching and learning using the Common Core and with an emphasis on the instructional shifts.	$10,321
	Total	$10,321

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
Title II AND AFTER SCHOOL FUNDS	$10,321	$10,321
Total	$10,321	$10,321

Budget Details

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

G1. Student achievement gains will increase school-wide by focusing on teaching and learning using the Common Core and with an emphasis on the instructional shifts.

> **G1.B1** Data is collected but not utilized to drive instruction across all grade levels and curriculum content areas.

> > **G1.B1.S6** 6. Professional Development Training In the Following Areas: a. Writing Planning to Go Beyond 3.0 b. Science Training in PSELL c. Math Training and Planning to align the common core. d. Literacy Training and planning to align the common core. e. Technology Training-Performance Matters and Compass f. Leader In Me Training- February 18th, 2014

Action Step 1

Writing-Karen Sparks Literacy-Busenbark Math-Nick P. Candace Alvarado Science-Negron Technology-Nelson and Taveras Leader In Me-McCarthy and the Covey org.

Resource Type

Professional Development

Resource

Leader in Me Training

Funding Source

Title II AND AFTER SCHOOL FUNDS

Amount Needed

$10,321