



**Pam Stewart, Commissioner**

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

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**Christa Mcauliffe Charter Elementary School**

2817 SW 3RD LN  
Cape Coral, FL 33991  
239-283-4511  
[www.cmecharter.net](http://www.cmecharter.net)

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> 24%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> Yes	<b>Minority Rate</b> 35%

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## School Grades History

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

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

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

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

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## **Purpose and Outline of the SIP**

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

### **Part I: Current School Status**

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

### **Part II: Expected Improvements**

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

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

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

### **Part III: Coordination and Integration**

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

### **Appendix 1: Professional Development Plan to Support Goals**

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

### **Appendix 2: Budget to Support Goals**

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2013-14 DA Category and Statuses

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

  

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

## Current School Status

### School Information

#### School-Level Information

##### School

Christa Mcauliffe Charter Elementary School

##### Principal

Jacqueline Collins

##### School Advisory Council chair

Lisa Bologna

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

##### Name

##### Title

#### District-Level Information

##### District

Lee

##### Superintendent

Angela Pruitt

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

10/8/2013

### 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 Membership consists of 3 teachers, 1 support staff member, 3 PTO appointed positions, 2 local business positions and administrator.

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

The School Improvement Plan is approved by the SAC committee after the principal and committee agrees upon improvement goals.

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

SAC will approve the SIP, discuss ways that the school and community can work together, they will also support PTO activities and parent involvement. The SAC discusses and clarifies governing board policy decisions.

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

We do not receive school improvement funds as a charter school.

#### 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:**

**Jacqueline Collins**

Principal

Years as Administrator: 4

Years at Current School: 7

**Credentials**

B.S. Applied Design - 1989  
 Teacher Certification Process - 1995  
 Masters Ed. Leadership - 2010

**Performance Record**

Highly Effective (2013)

**Kevin Brown**

Asst Principal

Years as Administrator: 0

Years at Current School: 0

**Credentials**

B.S. in Science Education-2005  
 Masters Education Leadership - 2011

**Performance Record**

Not available -1st year at position

**Instructional Coaches**

**# of instructional coaches**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

<b>Elaine Fitzgerald</b>		
Full-time / School-based	Years as Coach: 2	Years at Current School: 2
<b>Areas</b>	Rti/MTSS	
<b>Credentials</b>	B.S. English - 1972 Masters Guidance - 1980 Specialists Degree - School Psychology -1995	
<b>Performance Record</b>	Highly Effective	

**Classroom Teachers**

**# of classroom teachers**

41

**# receiving effective rating or higher**

41, 100%

**# Highly Qualified Teachers**

98%

**# certified in-field**

37, 90%

**# ESOL endorsed**

26, 63%

**# reading endorsed**

2, 5%

**# with advanced degrees**

19, 46%

**# National Board Certified**

0, 0%

**# first-year teachers**

1, 2%

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

2, 5%

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

36, 88%

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

2, 5%

**Education Paraprofessionals**

**# of paraprofessionals**

12



### # Highly Qualified

12, 100%

### Other Instructional Personnel

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

0

#### # 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

Strategies for recruiting teachers:

Potential candidates apply online

Strategies for retaining teachers:

Administration support

Peer mentors/APPLES Program for new teachers

Maintaining a positive work environment

Staff Development Opportunities for all teachers

Allow teachers to collaborate, and plan with grade level team and also school wide (Positive Learning Community)

### Teacher Mentoring Program/Plan

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

#### Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Teachers participate in the county's A.P.P.L.E.S program for new teachers to the profession or teachers new to the district. Teachers are paired with a peer coach from their respective grade level. The evaluation process is dictated by the district with 2 summative observations and 3 formative from the peer teacher and administrator.

### 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

Data teams in each grade level meet twice per month to progress monitor core subject areas in reading and math. Data from other assessments such as FAIR, STAR, FCAT are also assessed for individual needs. Tier II is provided by the classroom teacher or teacher's assistant in groups of 4 or less. Tier III is provided by reading teacher. The MTSS team uses the 5 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

- 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/Math Assistants
- 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

- Facilitate implementation of the MTSS problem-solving process in your building
- Provide or coordinate valuable and continuous professional development
- Assign paraprofessionals to support MTSS implementation when possible
- Attend MTSS Team meetings to be active in the MTSS change process
- Conduct classroom Walk-Throughs to monitor fidelity
- 

#### Guidance Counselor

- Often MTSS Team facilitators

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

### **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**

FAIR

STAR Early Literacy

STAR Enterprise

FCAT

Weekly assessments (tests, quizzes, homework)

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

In-service classes are offered yearly and are attended by the guidance counselor as well as teachers who wish to participate.

## 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:** 8,100

Students attend Christa McAuliffe Elementary School approximately 45 minutes longer each school day than the Lee County School District. This additional time allows for teachers to provide extra curriculum focus on core academic subjects and the ability to meet and collaborate with fellow peers throughout the week. This additional time also allows for students to participate in Art, Music, Physical Education, Science Lab and Media.

### Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

Data is collected through weekly and quarterly assessments of classroom grades and by the FCAT. According to the School Accountability Report, since the school's inception in the 2006-2007 school year, Christa McAuliffe has received five "A" grades and two "B" grades.

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

This is a system wide approach adopted by our school board and it is monitored by the superintendent of the school system and the administration team at Christa McAuliffe.

## 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

VPK students are administered FCRS assessments and well as Flickers. Upon entering kindergarten, students are given pre-kinder assessments for grade appropriate placement. Also kindergarten students are administered Star Early Literacy Assessments at the beginning of the kindergarten year.

## 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	86%	81%	No	87%
American Indian				
Asian				
Black/African American		75%		
Hispanic	83%	80%	No	85%
White	87%	84%	No	88%
English language learners				
Students with disabilities	68%	61%	No	71%
Economically disadvantaged	82%	78%	No	84%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	89	28%	31%
Students scoring at or above Achievement Level 4	167	53%	56%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		64%	68%
Students in lowest 25% making learning gains (FCAT 2.0)		47%	50%

### 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	88	72%	75%
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	82%	68%	No	84%
American Indian				
Asian				
Black/African American				
Hispanic	79%	60%	No	81%
White	82%	74%	No	84%
English language learners				
Students with disabilities	68%	48%	No	71%
Economically disadvantaged	78%	55%	No	80%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	125	39%	47%
Students scoring at or above Achievement Level 4	90	29%	37%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		67%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		69%	50%

**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	27	31%	33%
Students scoring at or above Achievement Level 4	35	41%	42%

**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 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**

Families are required to volunteer 30 hours a year according to the system's Charter.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Families can volunteer in the classroom, at home or at school functions	501	100%	100%

## Goals Summary

- G1.** Students routinely engage in reading and comprehending grade level text across all grade levels;.

## Goals Detail

**G1.** Students routinely engage in reading and comprehending grade level text across all grade levels;.

### Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School

### Resources Available to Support the Goal

- FAIR
- Journey's weekly assessments
- FCAT
- Teachers

### Targeted Barriers to Achieving the Goal

- Teachers lack best instructional practice knowledge
- Teachers collect data but do not use data effectively.

### Plan to Monitor Progress Toward the Goal

Teachers self- evaluate Peer observations Weekly grade level discussions

### Person or Persons Responsible

Teachers Admin

### Target Dates or Schedule:

Quarterly

### Evidence of Completion:

Data collection

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Students routinely engage in reading and comprehending grade level text across all grade levels;.

**G1.B2** Teachers lack best instructional practice knowledge

**G1.B2.S2** Monthly trainings/professional development Sharing best practices at monthly staff meetings.

#### Action Step 1

Discuss high effect instructional practices Give implementation examples

#### Person or Persons Responsible

All teachers Administration

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Demonstrate implementation in classrooms for administration to observe.

#### Facilitator:

Jacqueline Collins

#### Participants:

Teachers and Staff

#### Plan to Monitor Fidelity of Implementation of G1.B2.S2

Implementation of best practices

#### Person or Persons Responsible

Monthly observations by administration

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Observations Lesson plans Data collection



## Plan to Monitor Effectiveness of G1.B2.S2

Effective implementation of best practices.

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Data collection

## G1.B3 Teachers collect data but do not use data effectively.

**G1.B3.S1** Weekly data team meetings by grade level to organize and analyze collected assessment data.

### Action Step 1

Review and analyze weekly reading assessments to drive instruction.

### Person or Persons Responsible

Grade level chairs with team

### Target Dates or Schedule

Weekly during special blocks.

### Evidence of Completion

Minutes of meetings. Improved weekly grades. Graph classroom trends.

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

collect data on weekly assessments in reading and/or math

### Person or Persons Responsible

grade level teams Administration

### Target Dates or Schedule

once per week or 2x month

### Evidence of Completion

minutes of meetings, administration review of lesson plans and evidence of re-teaching or curriculum changes to address needs.

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

collect data on weekly assessments in reading and/or math

### **Person or Persons Responsible**

grade levels administrator

### **Target Dates or Schedule**

weekly or 2x mo.

### **Evidence of Completion**

minutes of meetings, administration review of lesson plans and evidence of re-teaching or curriculum changes to address needs.

## 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 II

Teachers and staff will participate in staff development opportunities throughout the course of the 2013-2014 school year. These opportunities will allow teachers to further educate themselves on current educational strategies and the new Common Core curriculum. The teachers will incorporate these educational strategies into their classrooms to help foster learning growth for all students.

## 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.** Students routinely engage in reading and comprehending grade level text across all grade levels;.

**G1.B2** Teachers lack best instructional practice knowledge

**G1.B2.S2** Monthly trainings/professional development Sharing best practices at monthly staff meetings.

### PD Opportunity 1

Discuss high effect instructional practices Give implementation examples

#### Facilitator

Jacqueline Collins

#### Participants

Teachers and Staff

#### Target Dates or Schedule

Monthly

#### Evidence of Completion

Demonstrate implementation in classrooms for administration to observe.