



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Orangewood Elementary School

4001 DELEON ST

Fort Myers, FL 33901

239-936-2950

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

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 80%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 73%

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## School Grades History

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<b>2013-14</b> B	<b>2012-13</b> B	<b>2011-12</b> A	<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

Orangewood Elementary School

##### Principal

Michelle Pescatrice

##### School Advisory Council chair

Mindi Simon

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

Name	Title
Michelle Pescatrice	Principal
Darcia Borel	Assistant Principal
Rodney Winkler	Technology Specialist
Tina Southworth	5th Grade Representative
Robyn Peer	4th Grade Representative/Gifted
Alexandria Hall	ESE Representative
Karen Deaver	Specials Area Representative
Janelle Sparrow	3rd Grade Representative
Kristy Longabardi	2nd Grade Representative
Angela Ownbey	1st Grade/Kindergarden Representative
Paul Tisdale	Primary Representative

#### 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/Parent: Mary Higginson

DAC Representative/Parent: Mindi Simon

DAC Alternate/Administrator: Michelle Pescatrice

Administrator: Darcia Borel

Business: Art VanZanten-Florida School of Discipleship  
Community: Mary Zalud  
Support Staff/Parent Involvement Specialist: Migdalia Castro  
Parent: Denise Algood  
Parent: Phenicia McMillin  
Teacher: Karen Deaver  
Support Staff: Lynette Dean

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

An invitation was sent to parents/guardians to give the date and time of the SAC meeting. An agenda was prepared that listed the School improvement Plan as one of the items to be discussed. The School improvement Plan 2012-13 was reviewed with the SAC participants, and new data was discussed from the results of the Spring 2013 testing year. From that point, the new edition of the SIP-online was presented to the people present, and discussed at length. Information was presented that we should include, required to include, and information that was pre-loaded was discussed. After a thorough review, we voted on the submission to the district for review.

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

This year, the SAC committee is planning professional development activities that will increase teacher's knowledge of the Common Core Standards.

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

The School improvement Funds will be allocated to the following:

- Non-capitalized software: 1,200.00
- Professional Development: 2,200.00
- Library Books: \$2,600.00

**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**

NA

**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>Michelle Pescatrice</b>		
Principal	Years as Administrator: 11	Years at Current School: 8
<b>Credentials</b>	M.Ed. Certification in Early Childhood Elementary Education, School Principal ESOL Endorsed	
<b>Performance Record</b>	Grade B: 64% Meeting Standards Reading 61% Meeting Standards Math 56% Meeting Standards Writing 54% Meeting Standards Science	

<b>Darcia Borel</b>		
Asst Principal	Years as Administrator: 1	Years at Current School: 1
<b>Credentials</b>	Ed.S Educational Leadership All Levels M.Ed Elementary Education Certified Pre-Kindergarten/Primary Education (Age 3 - Grade 3) Elementary Education Grades 1 - 6 ESOL Endorsed	
<b>Performance Record</b>	Grade B: 64% Meeting Standards in Reading 61% Meeting Standards in Math 56% Meeting Standards in Writing 54% Meeting Standards in Science	

**Instructional Coaches**

**# of instructional coaches**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**



<b>Amy Jacobs</b>		
Part-time / District-based	Years as Coach: 1	Years at Current School: 1
<b>Areas</b>	Reading/Literacy, Data, Rtl/MTSS, Other	
<b>Credentials</b>	Elementary Education K - 6 Certified Middle School English 6 - 8	
<b>Performance Record</b>	64% Meeting Standards in Reading 61% Meeting Standards in Math 56% Meeting Standards in Writing 54% Meeting Standards in Science	

**Classroom Teachers**

<b># of classroom teachers</b>	46
<b># receiving effective rating or higher</b>	46, 100%
<b># Highly Qualified Teachers</b>	100%
<b># certified in-field</b>	46, 100%
<b># ESOL endorsed</b>	30, 65%
<b># reading endorsed</b>	0, 0%
<b># with advanced degrees</b>	11, 24%
<b># National Board Certified</b>	5, 11%
<b># first-year teachers</b>	1, 2%
<b># with 1-5 years of experience</b>	5, 11%
<b># with 6-14 years of experience</b>	16, 35%
<b># with 15 or more years of experience</b>	24, 52%

**Education Paraprofessionals**

<b># of paraprofessionals</b>	13
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**# Highly Qualified**

13, 100%

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

0

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Teacher Recruitment and Retention Strategies**

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

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

Implementation of Professional Learning Communities (PLC) is used to recruit and/or retain high quality, highly qualified teachers to the school. PLC is an on-going process used to establish a school-wide culture that is base on the fundamental belief in building teacher leadership in school improvement efforts. through participation in PLCs, teachers will enhance their leadership capacity, as they work as members of ongoing, high performing, collaborative teams that focus on improving student learning through data-based decision making. The administrators believe in placing mentors in place for new personnel members to assist them with the transition into the new school and faculty.

**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**

Orangewood Elementary follows the district's plan for new educators. APPLES is a program designed to prepare teachers for their career in education, as well as provide them mentors for any questions/ concerns that may present themselves on a daily basis.

Currently, there are no first year teachers employed at Orangewood Elementary.

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

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

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

The MTSS problem-solving team at Orangewood meets on a weekly, monthly, as needed basis to analyze school and/or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five-step problem solving process as outlined in the district's MTSS manual.

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

Principal/Assistant Principal: Facilitate implementation of the MTSS problem-solving process in your building; Provide or coordinate valuable and continuous professional development; Assign

paraprofessionals to support MTSS implementation when possible; Attend MTSS Team meetings to be active in the MTSS change process; Conduct classroom walk-throughs to monitor fidelity.

Guidance Counselor/Curriculum Specialist: Often act as MTSS Team facilitator; Schedule and attend MTSS Team meetings; Maintain log of all students involved in the MTSS process; Send invites to parents; Complete necessary MTSS forms; Conduct social-developmental history interviews when requested.

School Psychologist: Attend MTSS Team meetings on some students receiving supplemental supports & on all students receiving intensive supports; Monitor data collection process for fidelity; Review & interpret progress monitoring data; Collaborate with MTSS data when guiding a possible ESE referral & when making eligibility decisions.

Classroom Teacher: keep on-going progress monitoring notes in a MTSS folder (FAIR, curriculum assessments, STAR or FCAT scores, work samples, anecdotes) to be filed in a 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 Coach: Attend MTSS Team meetings; Train teachers in interventions, progress monitoring, differentiated instruction; Implement supplemental and intensive interventions; Administer screenings, collect school-wide data for team to use in determining at-risk students.

Speech-Language Pathologist: Attend MTSS meetings for students receiving supplemental and intensive supports; Complete 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.

Social Worker: Attend MTSS Team meetings when requested; Conduct social-developmental history interviews and share with MTSS Team.

ESE Teacher/Staffing Specialist: Consult with MTSS Team regarding intensive interventions; Incorporate MTSS data when making eligibility decisions.

Specialist (Behavior, OT, PT, ASD): Consult with MTSS Team; Provide staff trainings.

ELL/ESOL Representative: Attend all MTSS Team meetings for identified ELL students; advising and completing LEP paperwork; 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**

Orangewood Elementary utilizes the district adopted data management system, Performance Matters. This allows the school comprehensive access to all school and district database, thereby assisting with the detailed analytics of the 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 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. 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.

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 process and research based practices to support the academic and behavioral needs of students.

### 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:** 60

Provide interventions with supplemental curriculum materials.

#### Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

The students are provided with a pre-test prior to beginning the after school/before school tutoring program, and given a post-test after completion of the program.

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

Extended day teachers are 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
Michelle Pescatrice	Principal
Darcia Borel	Assistant Principal
Jill Lorenz	Speech Pathologist
Amy Jacobs	Reading Resource
Amy Warren	ESE Chairperson
Robyn Peer	Intermediate
Paul Tisdale	Primary

#### How the school-based LLT functions

The LLT at Orangewood Elementary will meet bi-weekly to set and implement goals to increase parent involvement and reading mastery of students on all grade levels. The ESE representative will facilitate the meetings. Roles will be assigned for individual projects and events.

## **Major initiatives of the LLT**

The LLT at Orangewood Elementary will research Best Practices for Reading and Math Instruction. The LLT will also promote reading and math at home with Family Reading and Math Nights. At the Family Reading and Math Nights, parents/families will be instructed on implementing specific reading and math strategies. After instruction, families will have the opportunity to practice implementing the specific strategies taught. Coaching and assistance will be provided by teachers during the practice sessions. Parents will also receive training on Accelerated Reader, Parent Link, and other software for tracking student progress.

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

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

### **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**

Scheduled days are provided for Pre-K students to spend time in kindergarten classroom settings to familiarize the students with the environment of a kindergarten class. Orientation meetings will be held prior to the start of the school year for kindergarten students and their families to familiarize them with the school, staff, and the expectations of kindergarten.

All students are assessed prior to, or upon, entering kindergarten in the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Data will be used to plan daily academic and social/emotional instruction for all students, and groups of students or individual students, who may need intervention beyond core instruction.

### **College and Career Readiness**

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

**How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

**Strategies for improving student readiness for the public postsecondary level**

## 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	73%		No	75%
American Indian				
Asian				
Black/African American	55%		No	60%
Hispanic	73%		No	75%
White	86%		No	87%
English language learners	41%		No	47%
Students with disabilities	43%		No	49%
Economically disadvantaged	66%		No	69%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	173	64%	67%
Students scoring at or above Achievement Level 4	80	30%	33%

#### 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			

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	125	69%	72%
Students in lowest 25% making learning gains (FCAT 2.0)	23	62%	64%

**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)			
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)			
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)			

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

**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	49	53%	63%
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	69%		No	72%
American Indian				
Asian				
Black/African American	49%		No	54%
Hispanic	74%		No	77%
White	84%		No	86%
English language learners	41%		No	47%
Students with disabilities	42%		No	48%
Economically disadvantaged	61%		No	65%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	161	61%	65%
Students scoring at or above Achievement Level 4	46	17%	20%

**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			

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	108	63%	66%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	23	73%	75%

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

**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	36	35%	40%
Students scoring at or above Achievement Level 4	10	10%	12%



**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			

**Middle School Science**

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

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

**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	12		15
Participation in STEM-related experiences provided for students	45	13%	15%

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

**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	8%	6%
Students retained, pursuant to s. 1008.25, F.S.	19	3%	1%
Students who are not proficient in reading by third grade	49	36%	33%
Students who receive two or more behavior referrals	35	6%	4%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	9	0%	0%

**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

**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 school year 2013-14 attendance at parental involvement activities will increase from 73% to 75% as measured by the sign-in sheets available at every function.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase in parental/guardian attendance at school functions.	413	73%	75%

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

In the 2013-14 school year, we would like to maintain our anti-bullying program, with a result of students reporting no instances of bullying.

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Anti-bullying Program/Bullying Situations Reported	>1%	>1%	>1%

## Goals Summary

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

## Goals Detail

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

### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Social Studies
- U.S. History EOC
- Science
- Science - Elementary School
- STEM
- STEM - All Levels

### Resources Available to Support the Goal

- Teachers - Knowledge and experience
- Title I Funding
- Desired Professional Development

### Targeted Barriers to Achieving the Goal

- Teachers who are not "on board" with new Common Core Curriculum
- Parent Involvement
- Teachers not comfortable with new curriculum materials

### Plan to Monitor Progress Toward the Goal

Monitor towards progress of teaching and learning CORE Curriculum for school-wide gains.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule:

September 30th - December 30th

### Evidence of Completion:

Student data reports, i.e. FAIR reports, skill level advancement with testing reports from Performance Matters, and STAR reports

## 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 rigorous CORE curriculum.

**G1.B1** Teachers who are not "on board" with new Common Core Curriculum

**G1.B1.S1** Provide the educators with peer support and coaching.

#### Action Step 1

Provide coverage for mentor/coach observation

##### Person or Persons Responsible

Leadership/A+

##### Target Dates or Schedule

September 2013 - December 2013

##### Evidence of Completion

Data analysis shows student achievement gains.

#### Action Step 2

Provide substitutes to allow teachers to observe in other classrooms.

##### Person or Persons Responsible

Administration

##### Target Dates or Schedule

September 2013 - December 2013

##### Evidence of Completion

Data analysis shows student achievement gains.

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

Grade level PLCs, Walk-thoughts, observations and discussions.

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

Administration

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

December 2013 - May 2014

#### **Evidence of Completion**

Anonymous Teacher Survey

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

Coaches and Mentees meet once a month with an agenda for their meeting.

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

Coaches and Mentees

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

Once a month; September - December

#### **Evidence of Completion**

Reflection dates/notes from meetings

## **G1.B2 Parent Involvement**

**G1.B2.S1** Involve parents in creating workshops to assist with parenting skills, homework help, and job skills.

#### **Action Step 1**

Implementing workshops to assist with parenting skills.

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

Parent Involvement Specialist

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

September 2013 - December 2013 (1st Semester)

#### **Evidence of Completion**

Survey to solicit ideas from parents

### **Plan to Monitor Fidelity of Implementation of G1.B2.S1**

Parent Involvement in workshops suggested

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

Parent Involvement Specialist and Assistant Principal

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

September 2013 - December 2013 (1st Semester)

#### **Evidence of Completion**

Sign-in Sheets and Parent Survey

### **Plan to Monitor Effectiveness of G1.B2.S1**

Parent participation in workshops

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

Parent Involvement Specialist and Assistant Principal

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

September 2013 - December 2013 (1st Semester)

#### **Evidence of Completion**

Parent involvement with workshops

**G1.B3 Teachers not comfortable with new curriculum materials**

**G1.B3.S1 Provide Professional Development on Location**

**Action Step 1**

Request District Master Teacher for Reading and Math to assist teachers with curriculum.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

September 2013

**Evidence of Completion**

Email Request Form

**Facilitator:**

Master Teachers for Reading and Math from district office or the new readign series.

**Participants:**

Teachers from grade levels K - 5.

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

Strategies suggested by Master Teacher implemented in classroom lessons.

**Person or Persons Responsible**

Classroom Teachers

**Target Dates or Schedule**

Daily Instruction

**Evidence of Completion**

Lesson plans, review with PLCs, and classroom walk-throughs



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

Master Teachers provide on-location professional development for teachers

### **Person or Persons Responsible**

Master Teachers of math and reading

### **Target Dates or Schedule**

September 2013 - December 2013

### **Evidence of Completion**

Sign-in sheets and emails documenting trainings that will be provided to staff members

## Coordination and Integration

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

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

#### Title I, Part A

Title I, Title II and other programs coordinate through the SIP process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and 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 schools and departments. This collaboration ensures that all programs support schools.

#### Title I, 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 I, Part D

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

#### Title II, Part A

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

#### Title III

Title I, Part A coordinates with Title III to expand academic enrichment opportunities for ELLs. These services include after school tutorials, professional development, supplemental scientifically research based resources and materials. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

#### Title X- Homeless

Title X coordinates with Title I, Part A, to provide comparable services to homeless children who are not attending Title I schools. By providing 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, set-aside funds are

used to provide services to homeless students who are attending Title I schools. Homeless students who attend Title I school-wide 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 residing in shelters, motels, or other overcrowded conditions may not have a quiet place to study at the end of the day and may require extended after-school library time; tutoring and/or accessibility to tutoring as needed, school supplies, expedited evaluations, extended days/ learning opportunities, Saturday schools, summer academic camps, coordination of services with shelters or other homeless service providers, or, 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. All students receive free breakfast at all school locations. Many Title I schools have also developed "Backpack Programs" in which nutritious food is sent home in a backpack each weekend to struggling families to ensure that children and families have food throughout the week. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

#### Housing Programs

##### Head Start

Blended Head Start/Title 1/VPK/Migrant early childhood classrooms will be located on the school's campus. High risk students will attend a year long, high quality early childhood program that serves four year old children. The goal of the program is to prepare children for kindergarten by meeting the federal Head Start Framework for School Readiness and State Standards for Four Year Olds that are aligned with the Common Core Standards. The expected outcome is that enrolled children who complete the program will be deemed ready for kindergarten on the Florida Kindergarten Readiness Screening (FLKRS).

##### Adult Education

Adult Education partners with several Title I schools to offer ESOL classes for parents to learn English. Adult Education partners with Title I, Part A to offer paraprofessional classes to prepare paraprofessionals to take the qualifying test, ParaPro. Adult Education instructors review reading, math and writing skills, as well as test administration. Title I paraprofessionals benefit by becoming highly qualified as defined by NCLB. The benefit of these classes is to help the monolingual parents learn English so that they can become more self-sufficient. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

##### Career and Technical Education

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

##### Job Training

The district provides extensive opportunity for Career and Technical Education including Industry

Certification. Each attendance zone also includes a comprehensive high school with career academies.

Other

Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

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

**G1.B3** Teachers not comfortable with new curriculum materials

**G1.B3.S1** Provide Professional Development on Location

### **PD Opportunity 1**

Request District Master Teacher for Reading and Math to assist teachers with curriculum.

#### **Facilitator**

Master Teachers for Reading and Math from district office or the new readign series.

#### **Participants**

Teachers from grade levels K - 5.

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

September 2013

#### **Evidence of Completion**

Email Request Form

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	Increase student achievement gains school-wide, by focusing on teaching and learning rigorous CORE curriculum.	\$14,000
Total		\$14,000

### Budget Summary by Funding Source and Resource Type

Funding Source	Other	Professional Development	Evidence-Based Materials	Total
Title I	\$4,000	\$5,000	\$5,000	\$14,000
Total	\$4,000	\$5,000	\$5,000	\$14,000

### Budget Details

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

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

**G1.B1** Teachers who are not "on board" with new Common Core Curriculum

**G1.B1.S1** Provide the educators with peer support and coaching.

#### **Action Step 1**

Provide coverage for mentor/coach observation

#### **Resource Type**

Other

#### **Resource**

Teachers will choose an experienced teacher to observe during reading and/or math block.

#### **Funding Source**

Title I

#### **Amount Needed**

\$4,000

**Action Step 2**

Provide substitutes to allow teachers to observe in other classrooms.

**Resource Type**

Evidence-Based Materials

**Resource**

The teachers will be provided substitutes to allow them the time to observe in other classrooms.

**Funding Source**

Title I

**Amount Needed**

\$5,000

**G1.B3** Teachers not comfortable with new curriculum materials

**G1.B3.S1** Provide Professional Development on Location

**Action Step 1**

Request District Master Teacher for Reading and Math to assist teachers with curriculum.

**Resource Type**

Professional Development

**Resource**

Administration will request Master Teachers from Reading and Math to present curriculum teaching techniques to the educators on campus.

**Funding Source**

Title I

**Amount Needed**

\$5,000