

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Capstone Academy  
4901 W FAIRFIELD DR  
Pensacola, FL 32506  
850-432-1596

### School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> <i>[Data Not Available]</i>
<b>Alternative/ESE Center</b> No	<b>Charter School</b> Yes	<b>Minority Rate</b> <i>[Data Not Available]</i>

### School Grades History

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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

Capstone Academy

##### Principal

Nancy Wolfe

##### School Advisory Council chair

Brian P. Bell

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

Name	Title

#### District-Level Information

##### District

Escambia

##### Superintendent

Mr. Malcolm Thomas

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

Pending

### 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 governing board for Capstone Academy serves as the School Advisory Council. The Board meets every other month to discuss progress at the school, potential problems, and to plan and execute events and fundraising activities.

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

The School Advisory Council works with staff to identify strengths and weaknesses of the school. This includes discussions on teacher certification and training, student enrollment and progress, fiscal accountability, and leadership decisions

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

The School Advisory Council will continue to identify and provide recommendations to address any weaknesses in the school's faculty, student achievement, fiscal integrity and leadership. The Council also celebrates the many successes of the school, its students, and its faculty and staff. The Council initiates and supports resource development opportunities.

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

N/a

**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**

1

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Administrator Information:****Nancy Wolfe**

Principal

Years as Administrator: 3

Years at Current School: 3

**Credentials**

Master's Degree, Public Policy  
B.A., Communications Studies

**Performance Record****Classroom Teachers****# of classroom teachers**

4

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**# Highly Qualified Teachers**

100%

**# certified in-field**

3, 75%

**# ESOL endorsed**

1, 25%

**# reading endorsed**

1, 25%

**# with advanced degrees**

1, 25%

**# National Board Certified**

0, 0%

**# first-year teachers**

1, 25%

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

2, 50%

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

, 0%

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

1, 25%

**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**

Implement comprehensive recruitment and screening process including local and statewide advertisements, team focused interviews and shadowing (VP Business Services/VP Children's Programs)

Hire NCLB highly qualified teachers (Principal)

Weekly team meetings with Principal and additional instructional staff/therapists involved in the classroom (Principal/teachers/therapists)

Partnering new teachers with veteran staff (Principal)

Modeling of instructional strategies by veteran staff (Principal)

Offer/encourage professional development (Principal/VP Business Services/VP Children's Programs)

Small class size, low teacher/student ratio, alternate school calendar/schedule (Principal)

**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:**

Capstone Academy operates an afterschool program for children with and without special needs. Several children enrolled in the preschool ESE program attend. Educational and behavior strategies are carried into the afternoon for these children.

**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?**

After school staff work with ESE staff to develop consistent strategies to reinforce learning in universal settings. Behavioral data, IEP's and therapy documentations are shared between the two programs. Data is collected informally through teacher observation. Some students also participate in after school speech and occupational therapy services Data for these services is more formally recorded.

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

Nancy Wolfe, Principal

**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**

Capstone Academy serves children aged 3 - 5 with special needs. Many of the children that transition to our school come through Early Steps and Child Find, some come from child care programs. We work closely with parents, Early Steps providers, speech, occupational, physical, and ABA therapists, to transition very young children into school.

For those children transitioning from Capstone Academy into kindergarten the Principal identifies those transitioning and works with faculty and therapists to determine the best possible placement for the child. The Principal then works with the Escambia County School District ESE leadership to develop a plan for transition, hold meetings with parents and kindergarten teachers, and complete transition paperwork. Faculty develop kindergarten checklists, as well as student files for transition that include updated versions of each child's VB MAPP.



## 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 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

Parental involvement targets include parent involvement in their child's progress through attendance at parent conferences and IEP review and related meetings, as well as participation in parent involvement activities such as potluck dinners, fundraisers, school improvement projects and parent committee meetings.

#### Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
90% of parents attend IEP review and related meetings			90%
80% of parents attend pre-school and mid year parents conferences			80%
80% of parents will participate in at least one major parent involvement activity including potluck and parenting nights, fundraisers and parent committee meetings.			80%

### Area 10: Additional Targets

#### Additional targets for the school

Level 3 students (transitioning to kindergarten) will progress according to their needs and abilities, gaining in the range of 30 - 40 points per child as tracked by the VB MAPP and building the skills they need to successfully progress to kindergarten.

#### Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
75% of level 3 students (transitioning to Kindergarten) will master between 30 and 40 milestones as documents on the Verbal Behavior Milestones Assessment and Placement Program (VB MAPP)	7	64%	75%
70% of level 3 students (transitioning to Kindergarten) will master the milestones required to acquire solid level three placement for success in kindergarten as reflected in the VB MAPP Milestones Master Scoring Program	6	55%	70%

## Goals Summary

- G1.** Increase parent involvement by 10%
- G2.** Increase the percentage of children transitioning to kindergarten who achieve a solid level 3 standing according to the Verbal Behavior Milestones Assessment and Placement Program (VB MAPP) by 10%.

## Goals Detail

### G1. Increase parent involvement by 10%

#### Targets Supported

- Parental Involvement

#### Resources Available to Support the Goal

- Active and engaged staff
- A strong foundation of active and engaged parents
- Good ideas

#### Targeted Barriers to Achieving the Goal

- Working and over burdened parents

### Plan to Monitor Progress Toward the Goal

Greater participation in parent involvement activities by working and overburdened parents

#### Person or Persons Responsible

Principal

#### Target Dates or Schedule:

May, 2014

#### Evidence of Completion:

Sign in sheets, parent committee meeting notes

### G2. Increase the percentage of children transitioning to kindergarten who achieve a solid level 3 standing according to the Verbal Behavior Milestones Assessment and Placement Program (VB MAPP) by 10%.

#### Targets Supported

- Additional Targets

#### Resources Available to Support the Goal

- Highly qualified teachers
- solid instructional model

#### Targeted Barriers to Achieving the Goal

- Lower functioning children face additional challenges that make it difficult to reach this standard

## Plan to Monitor Progress Toward the Goal

Increase the percentage of children transitioning to kindergarten who achieve a solid level 3 standing according to the Verbal Behavior Milestones Assessment and Placement Program (VB MAPP) by 5%.

**Person or Persons Responsible**

Principal, highly qualified teachers, therapists

**Target Dates or Schedule:**

May 2014

**Evidence of Completion:**

5% more children will transition to kindergarten have the skills they need to achieve a solid level 3 standing according to the Verbal Behavior Milestones Assessment and Placement Program (VB MAPP)

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

### G1. Increase parent involvement by 10%

#### G1.B1 Working and over burdened parents

##### G1.B1.S1 Develop more diverse activities to interest and involve a more diverse group of parents

#### Action Step 1

Develop more diverse activities

#### Person or Persons Responsible

Principal and parent committee

#### Target Dates or Schedule

First half of the year

#### Evidence of Completion

monthly calendars, sign in sheets.

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

Greater participation in parent involvement activities by working and overburdened parents

#### Person or Persons Responsible

Parents

#### Target Dates or Schedule

throughout the school year

#### Evidence of Completion

Sign in sheets and parent committee meeting notes

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

Greater participation in parent involvement activities by working and overburdened parents

### Person or Persons Responsible

Principal

### Target Dates or Schedule

Throughout the school year

### Evidence of Completion

Sign in sheets, parent committee meeting notes.

**G2.** Increase the percentage of children transitioning to kindergarten who achieve a solid level 3 standing according to the Verbal Behavior Milestones Assessment and Placement Program (VB MAPP) by 10%.

**G2.B1** Lower functioning children face additional challenges that make it difficult to reach this standard

**G2.B1.S1** Bring additional resources into the classroom to assist lower functioning children in reaching higher goals

### Action Step 1

Bring additional resources into the classroom to assist lower functioning or more challenged children in reaching their goals

### Person or Persons Responsible

Principal

### Target Dates or Schedule

throughout the school year

### Evidence of Completion

Increased learning gains for Level 3 students

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

Bring additional resources into the classroom to assist lower functioning or more challenged children in reaching their goals

**Person or Persons Responsible**

Principal

**Target Dates or Schedule**

Throughout the school year

**Evidence of Completion**

Increased learning gains for Level 3 students

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

Bring additional resources into the classroom to assist lower functioning or more challenged children in reaching their goals

**Person or Persons Responsible**

Principal

**Target Dates or Schedule**

Throughout the school year

**Evidence of Completion**

Increased learning gains for Level 3 students

## 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

Capstone Academy coordinates and integrates the nutrition program through the free and reduced lunch program. Currently 30% of students at the school are receiving free and reduced lunch. Additional services integrated and coordinated through our school are resulting from partnerships with Early Intervention services through Early Steps, local emergency response teams, area elementary schools and the Westgate school (transportation to the after school program) Naval Aviation Station representatives and the United Way and other local funders.