



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Cape Coral Preparatory And Fitness Academy

2107 SANTA BARBARA BLVD

Cape Coral, FL 33991

239-989-1458

http://www.preparatoryacademies.org/cape_coral/

School Demographics

School Type
Combination School

Title I
No

Free and Reduced Lunch Rate
76%

Alternative/ESE Center
No

Charter School
Yes

Minority Rate
44%

School Grades History

2013-14
C

2012-13
D

2011-12

2010-11

2009-10

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Cape Coral Preparatory And Fitness Academy

Principal

Jennifer Fowler

School Advisory Council chair

Lilly Cashatt-Espiau

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

Name	Title
Jennifer Fowler	Principal
Craig Knotts	Celerity Florida Superintendent
Jessica Fehar	Classroom Teacher
Barbara Sefcik	Classroom Teacher
Margaret Koch	ESE Teacher
Colby Knapp	Classroom Teacher

District-Level Information

District

Lee

Superintendent

Dr. Nancy J Graham

Date of school board approval of SIP

12/14/2013

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 includes both teachers, staff, and parents.

Involvement of the SAC in the development of the SIP

SAC Team reviewed plan and provided input.

Activities of the SAC for the upcoming school year

The SAC team provides input on ways to improve the school and to increase parent involvement

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

N/A

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 < 10)

Administrator Information:

Jennifer Fowler

Principal

Years as Administrator: 4

Years at Current School: 0

Credentials

Bachelor's of Science in Education, Master's Degree in Education, K-6 Professional Certification

Performance Record

Principal has received a highly effective rating for all education positions held and has been in education for 13 years.

Instructional Coaches

of instructional coaches

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

N/A

Part-time / District-based

Years as Coach: 0

Years at Current School: 0

Areas

[none selected]

Credentials

N/A

Performance Record

N/a

Classroom Teachers

of classroom teachers

13

receiving effective rating or higher

11, 85%

Highly Qualified Teachers

77%

certified in-field

10, 77%

ESOL endorsed

5, 38%

reading endorsed

3, 23%

with advanced degrees

0, 0%

National Board Certified

0, 0%

first-year teachers

6, 46%

with 1-5 years of experience

10, 77%

with 6-14 years of experience

1, 8%

with 15 or more years of experience

0, 0%

Education Paraprofessionals

of paraprofessionals

0

Highly Qualified

0

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

Our positions are posted on education recruiting sites and we also participate in teacher job fairs. The persons responsible for recruitment is the Human Resource Department at Celerity Florida Schools.

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

New teachers are paired with seasoned teachers that provide support and resources for teachers new to the field.

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

Our school implements the state of Florida's Multi-Tiered System of Supports that includes a problem solving team that includes a MTSS Chair, administration, teachers, parents, and other staff as needed, such as speech pathologist, guidance counselor, etc. Student Improvement Plans are written and tailored to individual student needs and are based on data collection and input from problem solving team members.

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

The MTSS Chair person facilitates meetings, assists with data collection, and ensures that all plans are implemented with fidelity. The administrator assist with this process and offers additional assistance as needed in making sure all plans are implemented with fidelity. Parents, teachers, and other staff provide input and assist with developing a plan that is tailored to individual student needs.

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

Data collection is done and reviewed regularly. Problem solving team meetings are conducted regularly and in accordance with student SIP plans. A record is maintained of all interventions provided to students.

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

Progress Monitoring charts are used to track data in addition to classroom and other RtI/MTSS forms. Student attendance and grade performance data is maintained in our PowerSchool data collection program.

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

Teachers and staff receive training on the MTSS process and the Problem Solving Team model. Additionally, the appropriate forms and data collection needed to monitor student progress and training is compiled to ensure appropriate intervention implementation. Our MTSS chair also receives training from

the district on best practices for the MTSS process including, but not limited to the aforementioned training provided to teachers and staff.

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: 2,160,000

Our school has an extended school day of approximately 2 hrs. per day compared to other schools in the Lee School District. This equates to 2,160,000 additional minutes in the school year. This number includes the entire school day and includes lunch (20 min), fitness (50 min.), and recess (20 min.) breaks in instruction each day.

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 and analyzed to determine the effectiveness of this strategy through various weekly, bi-monthly, as well as annual assessments.

Who is responsible for monitoring implementation of this strategy?

Superintendent and Principal 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
Jennifer Fowler	Principal
Barbara Sefcik	Classroom Teacher
Jessica Feahr	Classroom Teacher
Margaret Koch	ESE Teacher
Colby Knapp	Classroom Teacher

How the school-based LLT functions

The LLT works with Celerity Florida curriculum specialist(s) to review current literacy curriculum and instructional practices being implemented and ways to improve or ensure appropriate implementation of best teaching practices.

Major initiatives of the LLT

Ensuring that all teachers are providing standards and research based literacy instruction and implementing best teaching practices.

Every Teacher Contributes to Reading Instruction

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

Every teacher contributes to reading improvement by teaching using research and standards based approaches. Teachers are required weekly to submit lesson plans and also receive walkthroughs and reviews of their instructional practices and how they are meeting the diverse needs of all students using differentiated instruction and best practices.

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

Our school assists students with making the transition to elementary programs by on-going discussions and activities that help students begin to take additional responsibilities for their education and make the transition to elementary tasks such as students begin taking a more active role in reviewing and tracking their progress through data review and collection and data chats with their teacher. Also, teachers talk to students about the current grade expectations and share expectations for the next year's grade and how student prepare for that transition. Our parent liaison communicates and works with preschools and VPKs in the area to assist pre-school teachers with kindergarten readiness.

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

Our school teaches using the Common Core State Standards which includes cross content area intergration. Additionally, teachers look for ways to make connections and incorporate across subject area integration into their instructional lessons. Teachers also provide data chats with students to discuss where students are currently working and ways for them to reach their goals. Additionally, teachers make connections and have discussions about how what they are learning applies to real life and to being college and career ready.

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

For our middle school students, students are assigned coursework based on their test scores, academic performance, Florida grade level required coursework. Students discuss their career and college aspirations with their teachers and learn how what they are learning can help them reach their goals. A Career Exploration Day is also held for all middle school students.

Strategies for improving student readiness for the public postsecondary level

N/A K-8 school

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				
American Indian				
Asian				
Black/African American				
Hispanic				
White				
English language learners				
Students with disabilities				
Economically disadvantaged				

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	18	25%	32%
Students scoring at or above Achievement Level 4	18	25%	32%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	<i>[data excluded for privacy reasons]</i>		77%
Students in lowest 25% making learning gains (FCAT 2.0)	<i>[data excluded for privacy reasons]</i>		77%

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)	[data excluded for privacy reasons]		0%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		0%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		0%

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.	[data excluded for privacy reasons]		0%

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	[data excluded for privacy reasons]		33%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students				
American Indian				
Asian				
Black/African American				
Hispanic				
White				
English language learners				
Students with disabilities				
Economically disadvantaged				

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	23	32%	39%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		16%

Florida Alternate Assessment (FAA)

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

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	<i>[data excluded for privacy reasons]</i>		63%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	<i>[data excluded for privacy reasons]</i>		63%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	<i>[data excluded for privacy reasons]</i>		0%
Middle school performance on high school EOC and industry certifications	<i>[data excluded for privacy reasons]</i>		0%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		0%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		0%

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	<i>[data excluded for privacy reasons]</i>		39%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		10%

Florida Alternate Assessment (FAA)

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

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		0%

Florida Alternate Assessment (FAA)

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

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		3
Participation in STEM-related experiences provided for students	40	20%	22%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0	0%	0%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	0%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%

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	0	0%	5%
Students retained, pursuant to s. 1008.25, F.S.	0	0%	2%
Students who are not proficient in reading by third grade	32	45%	40%
Students who receive two or more behavior referrals	0	0%	10%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	0%	5%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	0%	0%
Students who fail a mathematics course	0	0%	0%
Students who fail an English Language Arts course	0	0%	0%
Students who fail two or more courses in any subject	0	0%	0%
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

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

The school will meet or exceed 200 volunteer hours for the 2013-14 school year as well as increase Parent Participation in Conferences by 10%.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase by 10% in Parent Participation	N/A	N/A%	90%

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

N/A

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
N/A	N/A	N/A%	N/A%

Goals Summary

- G1.** Technology is integrated into the learning process regularly to enhance learning and differentiated instruction.
- G2.** All teachers will implement effective standards and research based teaching instruction and best teaching practices for meeting the diverse needs of all students.

Goals Detail

G1. Technology is integrated into the learning process regularly to enhance learning and differentiated instruction.

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)
- Social Studies
- Science
- Science - Elementary School
- Science - Middle School
- STEM
- STEM - All Levels
- CTE
- Parental Involvement

Resources Available to Support the Goal

- Technology resources are used to support instruction. One assessment that teachers will use throughout the year will be a web-based standards aligned formative assessment and instructional program called Study Island™. ST Math is another web-based standards aligned formative assessment and instructional program that is used daily by all students to support and assess understanding of math content standards. Throughout the school year, teachers will use the assessments and instructional programs on a daily basis to monitor student mastery of grade-level content standards and practice skills that have not been mastered. Teachers also will also use the data collected from the program to evaluate which students need further support and which are equipped to move on. Additionally, all students will have a Study Island™ and ST Math practice account for home use so that parents and families can further support their child's academic advancement. At weekly grade level meetings, with the school's curriculum specialist, teachers examine results to reflect on classroom practices, identify struggling students, and plan re-teach lessons.

Targeted Barriers to Achieving the Goal

- Technology

Plan to Monitor Progress Toward the Goal

Date computer lab is built, and when purchase orders are made for technology, and date of when professional development is provided

Person or Persons Responsible

Celerity Florida Staff

Target Dates or Schedule:

Throughout the school year

Evidence of Completion:

Purchase Orders, PD sign-in sheets, computer lab construction

G2. All teachers will implement effective standards and research based teaching instruction and best teaching practices for meeting the diverse needs of all students.

Targets Supported

- All Areas
- 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, Middle School Acceleration, High School AMO's, High School FAA)
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- EWS
- EWS - Elementary School
- EWS - Middle School

Resources Available to Support the Goal

- Mentor Teachers will be assigned to new teachers.
- PLC meetings held during common planning time.

Targeted Barriers to Achieving the Goal

- A need for additional reading materials with text complexity, both informational and literature and a need for additional curriculum support materials.
- A need to increase technology.
- A need for additional professional development opportunities for teachers.

Plan to Monitor Progress Toward the Goal

Teacher implementation of effective standards and research based teaching instruction and best practices and application of strategies and resources learned during professional development activities

Person or Persons Responsible

Administration

Target Dates or Schedule:

Throughout the school year

Evidence of Completion:

Sign-in sheets, Training logs, Walkthroughs, and Teacher Evaluations

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Technology is integrated into the learning process regularly to enhance learning and differentiated instruction.

G1.B1 Technology

G1.B1.S1 Two computer labs have been constructed and a rotation schedule has been developed so that all students receive 40-60 minutes of lab time daily using the aforementioned standards based computer programs.

Action Step 1

Computer Lab Creation, purchasing of new technology, and Professional Development to train teachers and staff about web-based instructional and assessment resources.

Person or Persons Responsible

School Administrator and Celerity Florida Superintendent

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Observation that lab is created and purchase orders showing that technology has been purchased.

Facilitator:

School Administrator

Participants:

Teachers

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

Technology purchase and usage and professional development

Person or Persons Responsible

Administrator

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Purchase orders, sign-in sheets, web-based program data review

Plan to Monitor Effectiveness of G1.B1.S1

Computer lab usage, PD for technology integration, and purchases

Person or Persons Responsible

School Administrator

Target Dates or Schedule

Throughout the School Year

Evidence of Completion

Purchase orders, web-based program data review, and purchase orders

G2. All teachers will implement effective standards and research based teaching instruction and best teaching practices for meeting the diverse needs of all students.

G2.B1 A need for additional reading materials with text complexity, both informational and literature and a need for additional curriculum support materials.

G2.B1.S1 The school will order reading materials with text complexity to help increase both the school library and classroom libraries. The school will order curriculum resource materials to support instruction.

Action Step 1

Order reading materials with text complexity and order additional curriculum support materials

Person or Persons Responsible

School Administrator

Target Dates or Schedule

Throughout school year

Evidence of Completion

Purchase Orders

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

Reading Materials

Person or Persons Responsible

Administrator

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Purchase Orders, Observations, Catalog of materials

Plan to Monitor Effectiveness of G2.B1.S1

Student increase in reading performance as measured by Study Island, STMath, FAIR, FCAT, and Classroom assessments

Person or Persons Responsible

administrator

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Student performance data

G2.B3 A need for additional professional development opportunities for teachers.

G2.B3.S1 Provide teachers with professional development that aligns with implementing effective standards and research based instruction and how to meet the diverse needs of all students using differentiated instruction and teaching students how to read complex text. Provide teachers with common planning time to use the information gained from professional development opportunities and data based decision making to improve learning outcomes.

Action Step 1

Professional Development to teachers on best teaching practices and strategies to teach complex text across content areas.

Person or Persons Responsible

Professional Development from Celerity Florida Group staff and curriculum specialists.

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Sign-in sheets, Walkthroughs, Training Logs, and Teacher Evaluations.

Facilitator:

Celerity Florida Group

Participants:

Teachers

Action Step 2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Action Step 3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B3.S1

Teacher use of best teaching practice and implementation of standards and research based instruction including the use of complex reading materials

Person or Persons Responsible

School Administrator

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Walkthroughs, lesson plans, professional development sign-in sheets, purchase orders

Plan to Monitor Effectiveness of G2.B3.S1

Teacher implementation of effective standards and research based teaching instruction and best practices for meeting the diverse needs of all students

Person or Persons Responsible

School Administrator

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Walkthroughs, sign-in sheets, data review, and lesson plans

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

Federal, state, and local funds will be used to support effective standards and research based instruction and technology integration.

Title III funds will be used as follows:

Proposed length of tutorial program: Jan. – April 30 minutes of small group instruction each day within extended day.

This small group instructional program will be offered during the regular school day beyond the Florida's Instructional Minute Requirement. The materials purchased to support this program are not part of the regular school materials, but support the regular curriculum and have a more targeted focus for students to acquire the necessary skills and strategies to increase academic achievement.

Nutrition program funds are used to provide students with healthy food to increase student alertness and performance so that students can perform academically and physically to their full potential.

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. Technology is integrated into the learning process regularly to enhance learning and differentiated instruction.

G1.B1 Technology

G1.B1.S1 Two computer labs have been constructed and a rotation schedule has been developed so that all students receive 40-60 minutes of lab time daily using the aforementioned standards based computer programs.

PD Opportunity 1

Computer Lab Creation, purchasing of new technology, and Professional Development to train teachers and staff about web-based instructional and assessment resources.

Facilitator

School Administrator

Participants

Teachers

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Observation that lab is created and purchase orders showing that technology has been purchased.

G2. All teachers will implement effective standards and research based teaching instruction and best teaching practices for meeting the diverse needs of all students.

G2.B3 A need for additional professional development opportunities for teachers.

G2.B3.S1 Provide teachers with professional development that aligns with implementing effective standards and research based instruction and how to meet the diverse needs of all students using differentiated instruction and teaching students how to read complex text. Provide teachers with common planning time to use the information gained from professional development opportunities and data based decision making to improve learning outcomes.

PD Opportunity 1

Professional Development to teachers on best teaching practices and strategies to teach complex text across content areas.

Facilitator

Celerity Florida Group

Participants

Teachers

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Sign-in sheets, Walkthroughs, Training Logs, and Teacher Evaluations.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Technology is integrated into the learning process regularly to enhance learning and differentiated instruction.	\$50,000
G2.	All teachers will implement effective standards and research based teaching instruction and best teaching practices for meeting the diverse needs of all students.	\$37,000
Total		\$87,000

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Public Charter Schools Grant Program, Federal, State, and Local funds	\$35,000	\$35,000
Public Charter School Grant Program, Federal, State, and Local funds	\$50,000	\$50,000
Fundraising and Federal, State, and Local funds	\$2,000	\$2,000
Total	\$87,000	\$87,000

Budget Details

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

G1. Technology is integrated into the learning process regularly to enhance learning and differentiated instruction.

G1.B1 Technology

G1.B1.S1 Two computer labs have been constructed and a rotation schedule has been developed so that all students receive 40-60 minutes of lab time daily using the aforementioned standards based computer programs.

Action Step 1

Computer Lab Creation, purchasing of new technology, and Professional Development to train teachers and staff about web-based instructional and assessment resources.

Resource Type

Evidence-Based Program

Resource

Computer lab to implement technology integration and use web-based computer assessment programs

Funding Source

Public Charter School Grant Program, Federal, State, and Local funds

Amount Needed

\$50,000

G2. All teachers will implement effective standards and research based teaching instruction and best teaching practices for meeting the diverse needs of all students.

G2.B1 A need for additional reading materials with text complexity, both informational and literature and a need for additional curriculum support materials.

G2.B1.S1 The school will order reading materials with text complexity to help increase both the school library and classroom libraries. The school will order curriculum resource materials to support instruction.

Action Step 1

Order reading materials with text complexity and order additional curriculum support materials

Resource Type

Evidence-Based Program

Resource

Reading and curriculum support materials

Funding Source

Fundraising and Federal, State, and Local funds

Amount Needed

\$2,000

G2.B3 A need for additional professional development opportunities for teachers.

G2.B3.S1 Provide teachers with professional development that aligns with implementing effective standards and research based instruction and how to meet the diverse needs of all students using differentiated instruction and teaching students how to read complex text. Provide teachers with common planning time to use the information gained from professional development opportunities and data based decision making to improve learning outcomes.

Action Step 1

Professional Development to teachers on best teaching practices and strategies to teach complex text across content areas.

Resource Type

Evidence-Based Program

Resource

Professional Development opportunities for teachers on standards and research based best teaching practices and strategies

Funding Source

Public Charter Schools Grant Program, Federal, State, and Local funds

Amount Needed

\$35,000