Hector A. Cafferata Jr Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Hector A. Cafferata Jr Elementary School

250 SANTA BARBARA BLVD N, Cape Coral, FL 33993

http://hac.leeschools.net/

School Board Approval

This plan was approved by the Lee County School Board on 10/17/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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. The Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Cafferata Elementary School is to instill in each child a sense of self worth, independence, and responsibility, which will enable each student to become a life-long learner, and productive, cooperative citizen.

Provide the school's vision statement.

Cafferata Elementary School seeks to create a challenging learning environment that encourages high expectations for success through differentiated instruction that allows for individual differences and learning styles. Our school promotes a safe, orderly, caring, and supportive environment. We strive to have our parents, teachers, and community members actively involved in our students' learning.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Licata, Michael	Assistant Principal	
Kurtz, Jason	Principal	
Walsh, Jeanette	Instructional Coach	
Medero, Jennifer	Instructional Coach	

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

School Leadership Team gathers input from faculty, staff, parents, and students through surveys and small group discussions. This input is then used to drive school improvement goals, as well as processes and procedures.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The progress towards meeting SIP plan goals is monitored by the school's guiding coalition at the school level. Grade level data is monitored by grade level teams. This information is disseminated through email

communications/ meetings with faculty and staff, SAC meeting to parents and community partners and school messenger to parents and guardians.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	78%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	3	36	34	41	30	24	0	0	0	168
One or more suspensions	0	1	0	1	2	2	0	0	0	6
Course failure in English Language Arts (ELA)	0	14	24	11	8	4	0	0	0	61
Course failure in Math	0	7	8	11	10	2	0	0	0	38
Level 1 on statewide ELA assessment	0	0	0	1	32	24	0	0	0	57
Level 1 on statewide Math assessment	0	0	0	1	27	25	0	0	0	53
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	6	9	10	22	19	0	0	0	66

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	2	1	1	0	0	0	0	0	4
Students retained two or more times	0	0	0	1	1	3	0	0	0	5

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	10	41	50	34	25	30	0	0	0	190
One or more suspensions	0	1	2	0	2	1	0	0	0	6
Course failure in ELA	0	16	23	24	8	8	0	0	0	79
Course failure in Math	0	8	11	7	6	5	0	0	0	37
Level 1 on statewide ELA assessment	0	0	0	12	20	26	0	0	0	58
Level 1 on statewide Math assessment	0	0	0	9	26	33	0	0	0	68
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	7	13	15	19	20	0	0	0	74

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	0	12	0	1	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	10	41	50	34	25	30	0	0	0	190
One or more suspensions	0	1	2	0	2	1	0	0	0	6
Course failure in ELA	0	16	23	24	8	8	0	0	0	79
Course failure in Math	0	8	11	7	6	5	0	0	0	37
Level 1 on statewide ELA assessment	0	0	0	12	20	26	0	0	0	58
Level 1 on statewide Math assessment	0	0	0	9	26	33	0	0	0	68
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	7	13	15	19	20	0	0	0	74

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	0	12	0	1	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	49	48	53	48	52	56	46		
ELA Learning Gains				56			41		
ELA Lowest 25th Percentile				43			41		
Math Achievement*	46	57	59	50	45	50	46		
Math Learning Gains				53			42		
Math Lowest 25th Percentile				43			42		
Science Achievement*	59	53	54	60	59	59	38		
Social Studies Achievement*					62	64			
Middle School Acceleration					47	52			
Graduation Rate					50	50			
College and Career Acceleration						80			
ELP Progress	63	51	59	50			60		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	266
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	50

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	403
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	31	Yes	4	4
ELL	44			
AMI				
ASN				
BLK	44			
HSP	51			
MUL				
PAC				
WHT	51			
FRL	52			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	29	Yes	3	3
ELL	49			
AMI				
ASN				
BLK	56			
HSP	50			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL	55			
PAC				
WHT	53			
FRL	49			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	49			46			59					63
SWD	22			29			25				5	33
ELL	40			38			36				5	63
AMI												
ASN												
BLK	56			32							2	
HSP	46			46			49				5	61
MUL												
PAC												
WHT	45			47			73				4	
FRL	47			46			55				5	61

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	48	56	43	50	53	43	60					50
SWD	17	44	43	8	28	41	20					
ELL	45	61	47	43	50	44	50					50
AMI												
ASN												

				2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS								
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
BLK	57	63		51	58		53					
HSP	45	56	39	49	55	47	55					51
MUL	50			60								
PAC												
WHT	49	53	50	48	45		72					
FRL	42	49	48	45	50	50	56					50

				2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS								
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	46	41	41	46	42	42	38					60
SWD	15	14	18	13	46		0					
ELL	29	46	50	33	38		19					60
AMI												
ASN												
BLK	46			52								
HSP	43	46	41	40	38	47	31					60
MUL	43			64								
PAC												
WHT	54	19		53	52		52					
FRL	44	41	44	44	41	35	36					54

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	49%	48%	1%	54%	-5%
04	2023 - Spring	60%	56%	4%	58%	2%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	42%	42%	0%	50%	-8%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	58%	55%	3%	59%	-1%
04	2023 - Spring	45%	61%	-16%	61%	-16%
05	2023 - Spring	46%	52%	-6%	55%	-9%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	59%	50%	9%	51%	8%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Overall, until 21-22 year our school has been on a decline since 2016-17 in almost all areas of student achievement. Our ELL learners and SWD continue to underperform other sub groups. Contributing factors include a high percentage of ELL students.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

No data showed a decline from last year, ELA showed a 4% point improvement and Math and Science remained stable.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Math showed the greatest gap. This was due to loss instruction time as a result of Hurricane Ian. Our school was negatively impacted. Students missed 3 weeks of instruction after the storm and then our school transitioned twice to new locations due to irreparable damage to our school building.

Which data component showed the most improvement? What new actions did your school take in this area?

ELA showed the most improvement. All students received interventions based on individual student needs during a math intervention block in all grade levels. Instruction was driven through review of progress monitoring data to ensure that students are afforded the opportunity for reteaching of standards that had not yet been mastered. In addition, all teams participated in grade level PLC's facilitated by Peer Collaborative Teachers to assist with planning and instruction

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Attendance is a concern and the team is addressing students who miss a high number of days.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

ELL achievement
SWD achievement
Attendance

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In 2016-17 62% of students in grade 3-5 were proficient in ELA. The percentage was 52% in 2022-23 All sub groups are below the state average.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase EOY ELA proficiency on STAR in 2nd grade from 59% to 63%.
Increase EOY ELA proficiency on FAST in 3rd grade from 45.2% to 50%.
Increase EOY ELA proficiency on FAST in grades 3-5 from 53.9% to 57.5%

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Outcomes will be monitored utilizing our Exemplar standards data tracker. Data will be reviewed and disaggregated during school-wide and grade level PLC meetings.

Person responsible for monitoring outcome:

Jason Kurtz (jasonwku@leeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teachers will participate in professional development and employ close reading strategies with their students. Close reading requires readers to determine the meaning of a high quality texts through in depth text analysis. Additionally, students deficient in phonics will receive intensive instruction (effect size .70, Hattie)

Writing to Read: It is important to revisit Steve Graham and Michael Hebert's (2010) Writing to Read, which gives strong evidence that writing, an essential skill itself, also improves reading comprehension.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Teachers will model and instruct students through close reading to utilize metacognitive strategies (effect size .60, Hattie), repeated readings (effect size .75, Hattie), cognitive task analysis (effect size 1.29, Hattie). Close reading also encompasses instruction across key idea and details, craft and struct, and integration of knowledge, in addition to vocabulary, discussion, writing tasks which are all critical components of development in the English Language Arts. Additionally, students deficient in phonics will receive intensive instruction (effect size .70, Hattie)

Researchers have emphasized the strong connection between reading and writing, both in theory and in practice. Multiple studies have demonstrated that writing can improve comprehension. What has been less clear is what particular writing practices research supports as being effective at improving students' reading. To determine those practices, Graham and Hebert (2010) undertook an in-depth meta-analysis of experimental and quasi-experimental studies that examined the effectiveness of writing practices on improving students' reading in grades 1 -12.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. The ELA Peer Collaborative Teacher will provide professional development to teachers on how to use close reading strategies and then model lessons for teachers in the classroom. The ELA PCT will coach and mentor teachers in this strategy.
2. Students that are deficient in phonics will be provided with intense phonics instruction during the intervention period and/or during suspension of specials. Our Tier 3 students will need both.
3. Grade Level PLC's will be led by an ELA content expert.
4. The Leadership Team will meet bi-weekly to coordinate the school's multi-tiered system of supports; examine reasons students are disengaged, and ensure that students receive needed supports.
5. Curriculum Maps and instructional guides will be used by all teachers and be used to assist with the PLC work and monitoring standards based instruction.
6. Our school will use a system to promote instruction that builds transferable vocabulary to access grade level complex text.
7. Our school will progress monitor bi-weekly in PLC's using exemplar assessments (standards checks. Teacher and students will track their level of proficiency using scales developed for priority standards. A data dashboard will be used to progress monitor quarterly STAR data and calculate teacher grades quarterly based on the school grade equation. Support will be adjusted quarterly based on the data dashboard calculations.
8. ELA PCT will track the fidelity of standards based instruction through the mastery of the district exemplars. The principal will monitor the fidelity of standards based instruction through walk-throughs.

Person Responsible: [no one identified]

By When:

#2. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Academic Engaged Time (AET) is tied to student achievement. Attendance plays a large role in increasing AET puzzle. The global pandemic and Hurricane Ian have led to increased rates of absenteeism.This equates to days of lost instruction. Cafferata has experienced a year over year decrease in rate of attendance since 19-20 of almost 2%.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Decrease the percentage of chronically absent students from 9 % to 7% as measured by the early warning system by May 2024.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Attendance Committee and admin will monitor Average Daily Attendance Rates.

Person responsible for monitoring outcome:

Jason Kurtz (jasonwku@leeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

School based attendance interventions for chronically absent students provide support and resources to address individual factors that may be contributing to the loss of instructional time. Interventions allow us to target other factors such as low self- esteem, school anxiety, medical conditions, etc.. Communication with students and families outlining the importance of attendance and the correlation of days missed to loss of instruction will better identify the urgency for the student to come to school. Interventions are shown that this communication will increase attendance by one week per student.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

School based attendance interventions allow a team consisting of the teacher, behavior specialist, school counselor, school social worker, nurse and administration to provide support for the student to come to school and by educating the parent on the significant educational outcomes of absenteeism.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Establishment of attendance committee made up off Info Specialist, Resource Teachers, Admin, School Counselor and Social Worker.
2. Attendance Committee will meet monthly.
3. Attendance data display board by class and recognition system for classrooms with 100% attendance.

4. Attendance drive for chronically absent students to include home visits and support for families.
5. Attendance incentive for chronically absent students.

Person Responsible: [no one identified]

By When:

#3. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The ESSA subgroup for SWD was at 29% for grades 3-5 in 21-22. It has been below the 40% for the last few years.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase EOY ELA and Math proficiency on FAST for SWD in grades 3-5 from 29% to 40%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Outcomes will be monitored utilizing our Exemplar standards data tracker. Data will be reviewed and disaggregated during school-wide and grade level PLC meetings.

Person responsible for monitoring outcome:

Jason Kurtz (jasonwku@leeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teachers will participate in professional development and employ close reading strategies with their students. Close reading requires readers to determine the meaning of a high quality texts through in depth text analysis. Additionally, students deficient in phonics will receive intensive instruction (effect size .70, Hattie)

Additionally, when possible SWD will receive their instruction in the general education setting with general education peers as this has shown to increase student achievement of SWD.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Teachers will model and instruct students through close reading to utilize metacognitive strategies (effect size .60, Hattie), repeated readings (effect size .75, Hattie), cognitive task analysis (effect size 1.29, Hattie). Close reading also encompasses instruction across key idea and details, craft and struct, and integration of knowledge, in addition to vocabulary, discussion, writing tasks which are all critical components of development in the English Language Arts. Additionally, students deficient in phonics will receive intensive instruction (effect size .70, Hattie)

Researchers have emphasized the strong connection between reading and writing, both in theory and in practice. Multiple studies have demonstrated that writing can improve comprehension. What has been less clear is what particular writing practices research supports as being effective at improving students' reading. To determine those practices, Graham and Hebert (2010) undertook an in-depth meta-analysis of experimental and quasi-experimental studies that examined the effectiveness of writing practices on improving students' reading in grades 1 -12.

Research also shows that the more time that SWD spend with general education peers, the better they do.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. The ELA Peer Collaborative Teacher will provide professional development to teachers on how to use close reading strategies and then model lessons for teachers in the classroom. The ELA PCT will coach and mentor teachers in this strategy.
2. Students that are deficient in phonics will be provided with intense phonics instruction during the intervention period and/or during suspension of specials. Our Tier 3 students will need both.
3. Grade Level PLC's will be led by an ELA content expert.
4. The Leadership Team will meet bi-weekly to coordinate the school's multi-tiered system of supports; examine reasons students are disengaged, and ensure that students receive needed supports.
5. Curriculum Maps and instructional guides will be used by all teachers and be used to assist with the PLC work and monitoring standards based instruction.
6. Our school will use a system to promote instruction that builds transferable vocabulary to access grade level complex text.
7. Our school will progress monitor bi-weekly in PLC's using exemplar assessments (standards checks. Teacher and students will track their level of proficiency using scales developed for priority standards. A data dashboard will be used to progress monitor quarterly STAR data and calculate teacher grades quarterly based on the school grade equation. Support will be adjusted quarterly based on the data dashboard calculations.
8. ELA PCT will track the fidelity of standards based instruction through the mastery of the district exemplars. The principal will monitor the fidelity of standards based instruction through walk-throughs.

Person Responsible: [no one identified]

By When:

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The School District of Lee County follows all state and federal guidelines when allocating funding to schools. The schools are budgeted in multi-faceted methods based on the student needs. Initially the schools are tiered based on the following criteria: student proficiency, learning gains, struggling schools, % of new teachers, % of ELL students, % of ESE students for academic support for funding purposes. Content tiers are also established to provide instructional support resources based on individual student group needs. Within each school's Title I, SAI, and UniSIG plans as appropriate there is a requirement to address ESSA student groups through high quality instruction and monitoring systems. School funding needs are addressed weekly throughout the school year in collaboration with principal supervisors and the budget department. Ongoing monitoring of student data and underperforming subgroups is provided through monthly visits and data chats by principal supervisors.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Provide whole group and small group instruction on standards; Teachers follow the district's scope, sequence, to guide sequence and pacing of standards instruction. Essential questions come from district instructional guides, not Wonders. Weekly themes should be utilized. The 12 day close reading routine and planning slides from the district will be helpful guides for instruction.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Provide whole group and small group instruction on standards; Teachers follow the district's scope, sequence, to guide sequence and pacing of standards instruction. Essential questions come from district instructional guides, not Wonders. Weekly themes should be utilized. The 12 day close reading routine and planning slides from the district will be helpful guides for instruction.

Measurable Outcomes
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

Students in KG - 2nd grades will achieve at least 60% proficiency in the area of English Language Arts as measured by the Spring 2023 administration of the FAST.

Grades 3-5 Measurable Outcomes

Students in 3rd-5th grades will achieve at least 57.5% proficiency in the area of English Language Arts as measured by the Spring 2023 administration of the FAST.

Monitoring

Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Administration, academic coaches and PLCs will monitor these areas of focus after each progress monitoring window by data disaggregation/analysis and adjusting intervention groupings and instructional practices accordingly. Additionally, the results of i-Ready diagnostics and benchmark assessments will be used to gauge overall trends across grade levels. Students will also track their own data using data binders on a weekly basis to monitor assessments, iready progress

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Kurtz, Jason, jasonwku@leeschools.net

Evidence-based Practices/Programs

Description:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The following evidence-based practices are being implemented:
- Small-group, standards-based instruction facilitated within the uninterrupted 90-minute ELA block ti include instruction on oral language, phonological awareness, phonics, fluency, vocabulary and comprehension;
- Questioning and tasks that includes higher order thinking skills;
- Academic Teaming to boost student accountability of learning, instructional engagement, and overall rigor;
- Use of i-Ready learning path which targets and monitors each student's instructional level;
- PLCs collaborate to share best practices, craft quality lesson plans, and plan for assessments of student learning;
- Implementation of skill-based intervention practices to target students' academic gaps or provide enrichment
- Targeted interventions and support for ELL and SWD subgroups

Rationale:
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

All practices are supported in the literature to promote achievement in the area of reading and have been shown to work with all student populations.

Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
1. The ELA Peer Collaborative Teacher will provide professional development to teachers on how to use close reading strategies and then model lessons for teachers in the classroom. The ELA PCT will coach and mentor teachers in this strategy. 2. Students that are deficient in phonics will be provided with intense phonics instruction during the intervention period and/or during suspension of specials. Our Tier 3 students will need both. 3. Grade Level PLC's will be led by an ELA content expert. 4. The Leadership Team will meet bi-weekly to coordinate the school's multi-tiered system of supports; examine reasons students are disengaged, and ensure that students receive needed supports. 5. Curriculum Maps and instructional guides will be used by all teachers and be used to assist with the PLC work and monitoring standards based instruction.	Kurtz, Jason, jasonwku@leeschools.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

○ School Improvement Plans (SIPs) must be created and managed using the Florida CIMS website. This will allow for our completed SIPs to be made available publicly and parents can request a copy from the school's front office in their preferred language after publication approval.
○ On Aug 1, 2023, schools must have SIPs reviewed by Academic Services & the Title I Depts
○ On or before Oct 6, 2023, School Advisory Council (SAC) must present, review, and request feedback on the SIP and budget. The meeting minutes will be uploaded into the school's Title I Crate (web-based site) and FY24 School document folder in the google team drive.
○ On Oct 17, 2023, The Lee County School Board will approve publication and dissemination.

○ Schools must review Annual School Improvement Assurances, complete & submit School Advisory Council Membership List 2023-2024, complete & submit School Advisory Council 2022-2023 Nomination and Election Process Verification on or before Nov 1, 2023, in the google drive FY24 School Document Folder.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Hector A. Cafferata, Jr. elementary recognizes the enormous importance of increasing parental and family engagement in raising student achievement at all levels. To accomplish this and to determine the needs/barriers of our parents, schools, the PFEP team analyzes the current building capacity activities, compares participation numbers, and addresses the barriers that limit parent participation. These barriers include the lack of transportation to meetings, language barriers, inability to leave work for events/meetings and in general the difficulties with the current economic conditions. In addition, since we are a Title I school, we complete the Florida DOE template for the Parent and Family Educational Plan (PFEP). School data is reported to the district to become a part of the District PFEP Evaluation and goal setting process. Schools` baseline data sources. i.e.., number of volunteers and volunteer service hours, become the guiding force to annual evaluation and improvement of the school`s parent involvement program to enhance student achievement for the upcoming school year. Other sources of data may include but are not limited to parent workshop and training evaluations, sign in sheets, attendance and volunteer logs, parent surveys, the Title I Crate, the PFEP Evaluation, the School Academic Training and Workshop forms, and test results.The PFEP will be a principal element of the review process for each school in gathering data at the end of the year as the schools complete their SIP (Comprehensive Needs Analysis) in preparation for revising School Improvement Plans.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

Provide whole group and small group instruction on standards; Teachers will follow the district's scope, sequence, to guide sequence and pacing of standards instruction. Essential questions come from district instructional guides, not Wonders. Weekly themes should be utilized. The 12 day close reading routine and planning slides from the district will be helpful guides for instruction.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

District general funds provide the foundation for all programs. Title I A funds will be the primary supplemental source for the activities listed in this need. Title I, Part A coordinates with other federal grants, such as Titles 1C, 1D, II, III and IV, IDEA, and Homeless to expand academic enrichment opportunities for subgroups of students and Professional Development for teachers. These services include extended learning opportunities, professional development, supplemental evidence-based resources, and materials.
Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students. Services include; tutorials in reading and math, health services, and literacy workshops for parents because of the coordination of these funds.
Periodic district level meetings with managers of all programs funded under ESEA also open lines of

communication and encourage cooperation between programs to align towards student academic success.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The Lee County School District follows the mental health guidelines set forth by the State of Florida Department of Education. This includes providing universal positive and behavioral support. The district also, with parental permission, assesses and screens students to determine what level of mental health support would best meet their mental health needs. These supports range from school check-ins, school-based mental health counseling as well as a referral pathway to outside mental health services. The Lee County School District employs evidence-based practices in the foundational instruction of students with a focus on building resiliency, promoting physical and emotional wellness, overall health, social development, overcoming adversity, critical thinking and problem solving, prevention of substance use, and other topics.
The Lee County School District employs school-based mental health professionals, school counselors, school social workers, school psychologists, and licensed mental health professionals to ensure that school-based mental health services are provided to students.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

To increase graduation rate and decrease dropout rate, the district has implemented several specific activities:
Secondary Education – A variety of technology related courses offered in the high schools and middle schools. Upon completion of these courses, students can either seek immediate employment or they can articulate credit to Florida Southwestern State College or receive advance standing at the district`s technical schools or Florida Southwestern State College. The emphasis of Technical Education allows students the opportunity to do hands-on exploration in a variety of programs which can lead to immediate employment or advanced training. Many of the programs allow on-the-job training or internships while still attending high school.
Comprehensive High Schools – Comprehensive high schools provide secondary students with an educational alternative that enhances the traditional high school curriculum. Students will not only be able to select from the traditional academic and extracurricular programs but also can pursue a specialized program within a Technical and Career Education Academy within this high school setting. Students graduating from a comprehensive high school will leave with marketable skills and competencies now required in businesses and industries.
Career Academies – Career academies are specialized learning communities within a school. It involves teachers and paraprofessionals from different subjects working together as a team. Students complete team designed projects. Partnerships with the business community provide academy students the opportunity to participate in field trips, internships, and on the job training. The career academies include Academy of Building Construction, Academy of Manufacturing and Engineering, Academy of Business, Finance, IT and Marketing, Academy of Medical and Biotechnology, and Hospitality and Tourism Academy. The district offers Microsoft, Adobe Autodesk 3D Studio Max Design Associate, and Adobe certification programs.

AVID Program – The AVID (Advancement Via Individual Determination) program is an in school

academic support program that prepares students for college eligibility and success by placing academically average students in advanced classes with extra support. Students are enrolled in a rigorous curriculum that includes honors and Advanced Placement classes, but also in the AVID elective. For one period a day, students learn organizational and study skills, work on critical thinking and asking probing questions, get academic help from peers and college tutors, and participate in enrichment and motivation. AVID students attend tutorials 2 days a week during the school day with a trained volunteer from the community.

Extended Learning Opportunities - Implement extended learning opportunities (tutorial programs in reading and/or math) to address the academic needs of specific subgroups of Title I students who have been identified as lowest achievers. Schools will use Title I and other funding such as SAI to develop tutorial programs using only research-based strategies and resources. Schools will determine before/after/Saturday or summer school program models. Materials and supplies will be provided to students to assist with achievement of goals and to remove barriers.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

The district ensures that every school implements a tiered model of evidence-based behavior supports within a Multi-tiered System of Supports (MTSS). District level personnel are designated to assist schools with their site-based implementation by providing training, modeling, program monitoring, technical assistance, and data collection/analysis. They work with site-based personnel to implement the tiered approach that includes:
Positive Behavior Intervention Supports (PBIS)/Positive Behavior System (PBS) - All schools are required to implement the elements of PBIS including a school-based team that facilitates systems that support positive behavior: school-wide expectations, classroom expectations and rules, positive recognition/rewards, data collection and analysis, and ongoing professional development. Most schools participate in the Florida PBIS Project. Some schools implement the elements within other approaches including the Building Assets Reducing Risks (BARR) program. PBIS/PBS integrates with the Multi-Tiered System of Supports (MTSS) utilized in Florida school districts for behavior support.
All schools in the School District of Lee County are required to maintain MTSS for all students (tier 1), students needing supplemental support (tier 2), and students needing intensive support (tier 3). Each school has a team that utilizes the Response to Intervention (RtI) process in examining individual student data to identify those that may need additional behavior support beyond the universal PBIS/PBS approach, and to monitor the effectiveness of these interventions. Data analyzed include office discipline referrals, in-school suspension, out-of-school suspension, bus referrals/suspension, as well as positive behavior data. Interventions may include supplemental positive behavior interventions and/or interventions to address inappropriate behavior.
Each school has a designated Intervention Specialist that facilitates team processes and ensures that identified interventions are implemented and monitored for effectiveness. Currently, the district utilizes "Insights to Behavior" to assist with the ongoing teamwork for behavior support in the tiered model using RtI. This includes the use of additional tools such as the Functional Behavior Assessment (FBA), data collection tools, reporting tools, and behavior intervention plan tools. Intervention Specialists assist classroom teachers and school-based personnel in the implementation of behavioral interventions and data collection, as well as serve as the primary contact for families with students receiving interventions.
In the School District of Lee County, the Multi-tiered System of Supports school-based teams may, when needed, refer students to other district/school supports including the school-based mental health team, Section 504 eligibility consideration, and/or evaluation for consideration of eligibility under IDEA. Likewise, when students respond to interventions, the team may recommend maintaining current levels of interventions, reducing interventions, or exiting interventions as appropriate.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

The district`s Curriculum and Staff Development department will offer training opportunities for paraprofessionals in the core subject areas and technology. In addition, new ESOL paraprofessionals will receive 12 hours of training regarding strategies to assist English Language Learners (ELL) to improve student performance. When appropriate, Instructional Support (Para) will participate in the same training as teachers at Title I schools.
Curriculum and Staff Development will offer teachers a multitude of opportunities to improve effectiveness. They will include (but are not limited to) the following: Florida Standards, Differentiated Instructional Strategies, Analytics (Data Analysis) and Instructional Change, Classroom Walkthrough, Kagan Cooperative Learning, Instruction within the Block, SIOP, and subject area training for adopted texts.
Teacher leaders at schools will support classroom instructional staff daily by coaching, modeling, and/or providing resources to improve instructional activities. Professional development and Peer Collaborative Teachers (PCTs) will further support the initiative by collaborating closely with the teacher leaders. These individuals are chosen through a selective process that ensures highly effective instructional practices are shared with classroom teachers.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

The district has Early 5, Pre-K and Special Education programs in place to prepare students socially, emotionally and academically for Kindergarten. Many of our schools have their upcoming Kindergarten students come to school to meet the teachers and take assessments, so that they can better place them for the school year. Another transitional strategy used is to offer Kindergarten camp for a few days to acclimate students to their school and teachers instruct them on basic processes.