Hector A. Cafferata Jr Elementary School

2014-15 School Improvement Plan

Hector A. Cafferata Jr Elementary School

250 SANTA BARBARA BLVD N, Cape Coral, FL 33993

http://hac.leeschools.net/

School Demographics

School Type	**Title I**	**Free/Reduced Price Lunch**
Elementary	Yes	81%

Alternative/ESE Center	**Charter School**	**Minority**
No	No	63%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	B	A	A

School Board Approval

This plan is pending approval by the Lee County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, 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. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, 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 Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

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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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

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 Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The ESOL contact reviews the students' home language survey for information about the language spoken at home and cultural background. At the beginning of the school year, the classroom teacher distributes a student information sheet to gather optional data about students and their families as a means of building relationships between teachers and students.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Adults are strategically placed in several locations throughout the school to monitor students as they enter and exit the building each day. In addition, a safety patrol supervisor is appointed each year to organize the student safety patrol team who also monitors students as they enter and exit the building and to assist in insuring school-wide safety expectations are being followed. In addition, we are using the Second Step program as a means of developing their social-emotional skills—including making friends, managing emotions, and solving problems—to set them on the path for social success and academic readiness.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

A positive behavior system is implemented throughout the school. The purpose of the program is to systematically teach and acknowledge appropriate behaviors, build capacity for all staff to address both positive and negative student behavior, intentionally seek to build positive, flexible environments based on review of data. The components of the program include: defining universal expectations, providing explicit behavior instruction, consistently acknowledging and correcting behavior, and thoughtfully applying and
evaluating consequences.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

We have a full-time Professional School Counselor who will provide classroom guidance lessons, small group sessions for students, individual counseling for students, collaborative and cooperative services with other professionals in the building to ensure classroom activities and environment are conducive to appropriate social and emotional growth, and cooperative services with parents/ guardians to ensure and understanding of classroom activities and environment are conducive to appropriate social and emotional growth.

We also have a part-time School Social Worker. All classrooms will be conduction Second Step lessons throughout the school year. The special area teachers are providing mentoring for students.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The purpose of Cafferata's early warning system is to gather data and provide information to stakeholders on the likelihood that our students will reach key academic goals. We monitor attendance below 90 percent regardless of whether absence is excused or a result of out-of-school suspension, one or more suspensions whether in school or out of school, course failure in English Language Arts or mathematics, and a Level 1 score on the statewide and standardized assessments in English Language Arts or mathematics. We have also implemented a Multi-Tiered Response Team, including resource teachers who provide targeted interventions and intense, individualized support to our struggling students. Meetings to discuss strategies and interventions are held by the Multi-Tiered System of Support Team. The team includes the Assistant Principal, Counselor, Primary Specialist, Teacher Leader, ESOL Contact, and parents/guardians. The school psychologist, behavior specialist, and speech pathologist are invited to attend as needed.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The Multi-Tiered System of Support Team at Cafferata handles students who have been identified by the early warning system and who suffer academically. A Multi-Tiered System of Support (MTSS) is an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention is delivered to

students in varying multiple tiers, based on student need. The process begins with the teacher making the referral, followed by a core meeting with all members of the MTSS team. From there, the decision is made as to whether to proceed to tier II or to maintain core interventions. The team will continue to meet at scheduled intervals as long as the student remains in the MTSS process.
The school counselor conducts decision-making counseling sessions for students who have been suspended. Together, they create an action plan which includes behavior goals
After ten absences, the social worker conducts a home visit to explain the importance of daily attendance to the parent/guardian and to offer support as applicable.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/182901.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Our Parent-Involvement Coordinator reaches out to the local businesses identifying available resources that will be utilized throughout the school to benefit the on-going achievement of our students. Additional resources are sought to support the needs of our school's families.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Moreland, James	Principal
Molhem, Kimberley	Assistant Principal
Swickheimer, Francine	Other
Urrely, Monica	Other
Hebert, Jennifer	Teacher, K-12
Leeper, Dawn	Teacher, K-12
Archambault, Christine	Teacher, K-12
Callelo, Johanna	Teacher, K-12
Persechino, Wendi	Teacher, K-12
Alton, Kristen	Teacher, K-12
Altman, Linda	Teacher, K-12
Wallace, Courtney	Teacher, K-12
Wills, Karen	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The roles of each member are as follows:
Classroom Teacher
• Keep ongoing progress monitoring notes in a MTSS folder (curriculum assessments, STAR or FCAT scores, work samples, anecdotals) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
• Attend MTSS and PLC Team meetings to collaborate on & monitor students who are struggling
• Implement interventions designed by MTSS Team for students in Tier 2 & 3
• Deliver instructional interventions with fidelity
Primary Education Specialist
• Attend MTSS Team meetings
• Train teachers in interventions, progress monitoring, differentiated instruction
• Provide support for teachers during implementation of Tier 2 & 3 interventions
• Keep progress monitoring notes & anecdotals of interventions implemented
• Administer screenings
• Collect school-wide data for team to use in determining at-risk students
Provide or coordinate valuable and continuous professional development
Speech-Language Pathologist
• Attend MTSS Team meetings for some Tier 2 & Tier 3 students
• Completes Communication Skills screening for students unsuccessful with Tier 2 interventions
• Assist with Tier 2 & 3 interventions through collaboration, training, and/or direct student contact
• Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions
Principal/Assistant Principal
• Provide or coordinate valuable and continuous professional development
• Assign paraprofessionals to support MTSS implementation when possible
• Conduct classroom Walk-Throughs to monitor fidelity
MTSS Chair
•Facilitate implementation of MTSS in your building
• Assign paraprofessionals to support MTSS implementation when possible

Work with Resource Teachers and Teacher Leaders to provide support needed for Tier 2 & Tier 3
students
• Attend MTSS Team meetings to be active in the MTSS change process
• Review & interpret progress monitoring data
School Psychologist
• Attend MTSS Team meetings on some students in Tier 2 & on all students in Tier 3
• Monitor data collection process for fidelity
• Collaborate with MTSS Team on effective instruction & specific interventions
• Incorporate MTSS data when guiding a possible ESE referral & when making eligibility decisions
ESE Teacher/Staffing Specialist
• Consult with MTSS Team regarding Tier 3 interventions
• Incorporate MTSS data when making eligibility decisions
Specialist (Behavior, OT, PT, ASD)
• Consult with MTSS Team
• Provide staff trainings
Social Worker
• Attend MTSS Team meetings when requested
• Conduct social-developmental history interviews and share with MTSS Team
ESOL/ELL Representative
• Attend all MTSS Team meetings for identified ELL students, advising and completing LEP
paperwork
• Conduct language screenings and assessments
Provide ELL interventions at all tiers

***Describe the process through which school leadership identifies and aligns all available
resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students
and maximize desired student outcomes. Include the methodology for coordinating and
supplementing federal, state and local funds, services and programs. Provide the person(s)
responsible, frequency of meetings, how an inventory of resources is maintained and any
problem-solving activities used to determine how to apply resources for the highest impact***

MTSS students will receive addtional skill specific support based on current data.
Resource support - Title 1 funded team of 5 teachers and a primary education specialist
The primary education specialist pulled current data to identify students in the bottom 25% and assign
resource teachers to deliver immediate intensive intervention (iii) on specific skill based individualized
student need.
TIF Teacher Leaders and Resource Teachers push into classrooms to provide additional teacher
support in curriculum, best practices, and professional development.
Title 1, Part A:
Title I, Title II and other programs coordinate through the SIP process. Each school completes a
needs assessment before writing goals for the year. School improvement plans are written to ensure
compliance with all state and national regulations. All school improvement plans are reviewed at the
district level for appropriate use of funds and effective use of resources. This district level review
prevents duplication of services and facilitates coordination between school and departments. This
coolaboration ensures that all programs support schools.
Title 1, Part C Migrant:
Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities
to Migrant students. Services include after school tutorials in reading and math; health services; and
literacy workshops for parents as a result of the coordination of these funds. Periodic district level
meetings with managers of all programs funded under NCLB also open lines of communication and
encourage cooperation between programs.
Title 1, Part D:
The facilities and schools coordinate with health services (mental and physical) and other social
services to meet the need of students returning back to their assigned educational facility. The district

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

Title II:

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

Title III:

Title I, Part A coordinates with Title III to expand academic enrichment opportunities for ELLs. These services include after school tutorials, professional development, supplemental scientifically research based resources and materials. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs. Heather Minore, the Parent Involvement Specialist coordinates Rosetta Stone learning opportunities. Non-English speaking parents come to Hector Cafferata Elementary School and utilize Rosetta Stone to learn to read and speak in English.

Title VI, Part B:

Not Applicable

Title X Homeless:

Title X coordinates with Title I, Part A, to provide comparable services to homeless children who are not attending Title I schools. By providing ongoing collaboration between Title X and Title I, Part A, program staff, the same services for homeless students in non Title I schools are provided to homeless students in Title I schools. In addition to serving homeless students not enrolled in Title I schools, funds are set-aside to provide services to homeless students who are attending Title I schools. Homeless students who attend Title I school-wide or targeted assistance schools may have unique challenges that are not addressed by the regular Title I program at these schools. These challenges may create barriers to full participation in Title I programs and defeat the overarching program goal of helping all students meet challenging state standards. For
instance, students who reside in shelters, motels, or other overcrowded conditions may not have a quiet place to study at the end of the day and may require extended after-school library time; tutoring and/or accessibility to tutoring as needed, school supplies, expedited evaluations, extended days/ learning opportunities, Saturday schools, summer academic camps, coordination of services with shelters or other homeless service providers, or, a student who is dealing with the stress and anxiety associated with homelessness may not be able to focus on his or her studies and may benefit from school counseling services. Through Title I, Part A, or Title I, Part A, in conjunction with Title X, McKinney-Vento funding homeless students can take part in services that enable them to benefit more from a school's Title I program.

Supplemental Academic Instruction (SAI):

SAI is used to provide unique learning programs at schools. SAI funds are also used to fund summer

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

Violence Prevention Programs:

The Youth Coalitions within Lee County provide opportunities for partnerships between the District and other social services. These social services assist all at-risk students through after-school programs that include academic, social, and health services. Anticipated outcomes include a safe environment for children and increased academic achievement. Bullying prevention programs are offered throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Nutrition Programs:

Food and Nutrition Services offers healthy meals to all students. This includes ensuring that families are offered free and reduced lunch applications throughout the year. Many Title I schools have also developed "Backpack Programs" in which nutritious food is sent home in a backpack each weekend to struggling families to ensure that children and families have food throughout the week. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Housing Programs:

Not Applicable

Head Start:

Activities with Early Childhood include three blended VPK/Title I classrooms for four-year olds. This is a voluntary program that identifies high-risk students to receive a full year of educational opportunities. The benefits for students include readiness for Kindergarten and focusing on building literacy for early reading skills. The expected outcome is for the four-year old who participates in the programs to be able to perform at the readiness level in all areas of the kindergarten readiness screening. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Adult Education:

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

CTE:

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

Job Training:

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

School Advisory Council (SAC)

Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
James Moreland	Principal
Vanessa Sberna	Parent
Erica Mitchinson	Parent
Larissa Braithwaite	Parent
Cara Corbett	Teacher
Jennie DeLima	Business/Community
Trudi O'Grady	Teacher
Alexandra Galindo	Parent
Lurde Almonte	Parent
Mark Harper	Business/Community
Sindia Perez	Parent
Stephanie Sawka	Parent
Zaida Uzal	Parent
Leo Rodelo	Parent
Laura Gelinas	Parent
Liuvys Garcia	Parent
Casimir Wood	Parent
Shannon Snook	Education Support Employee
Tracy Mitchell	Education Support Employee

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Information from 2014 data indicates that Cafferata Elementary demonstrated a significant growth as evidenced by our annual change in all key areas.

Development of this school improvement plan

The SAC is composed of the principal and an appropriately balanced number of teachers, educational support employees, parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

Preparation of the school's annual budget and plan

Cafferata Elementary does not receive SIP funding.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

We do not have any school improvement funds at this time

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Moreland, James	Principal
Molhem, Kimberley	Assistant Principal
Swickheimer, Francine	Instructional Coach
Urrely, Monica	Instructional Coach
Hebert, Jennifer	Teacher, K-12
Leeper, Dawn	Teacher, K-12
Wills, Karen	Instructional Coach
Archambault, Christine	Teacher, K-12
Callelo, Johanna	Teacher, K-12
Persechino, Wendi	Teacher, K-12
Alton, Kristen	Teacher, K-12
Altman, Linda	Teacher, K-12
Wallace, Courtney	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

For the 2014-2015 school year, the LLT will meet once a month with administration to support the needs of students and staff through the ongoing implementation of the core curriculum and academic plans. The LLT will also review the progress of the implementation of the PLCs and support the staff in both training needs and implementation. The LLT is also responsible for advising the ongoing process our Accelerated Reading Program and encouraging literacy in our students.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The teachers on the LLT meet with their individual grade levels to share information presented each month and make decisions as needed for their team. Each week, the grade level teachers meet in PLCs to evaluate data and determine the best ways to meet the needs of their students.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Partnering new teachers with certified mentor teachers; Once a quarter progress monitoring meetings with
administration; Continue the implementation of Kagan Cooperative Learning into instruction with Kagan coaching and modeling and provide support for initial implementation of Thinking Maps with professional

development, coaching, and modeling; New teachers will participate in online curriculum training to increase knowledge of curriculum and teaching strategies.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Hector Cafferata Elementary School is participating in the Teacher Leader program during the 2014-2015 school year. Teacher Leaders will be assigned to work with the most intensive students in the first grade and kindergarten for 40% of their daily schedule and will spend the additional 60% of their daily schedule working as teacher coaches, modeling lessons, assisting with classroom and behavior management, pulling data and assisting instructional staff on becoming more effective, and assisting teachers to become highly effective on their end of the year evaluation.
Mentor Teacher: Francine Swickheimer/Anthony Calello: Francine is the primary education specialist and coaching Anthony through the APPLES/ Mentoring Program.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Teachers focus their daily instruction on the district academic plan which is based on the Florida Standards. The district academic plan identifies for each concept the standards, big idea, essential questions, aligned learning goals, and appropriate resources.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Each week in the grade level PLC meetings, teacher analyze the data to determine student needs and then identify appropriate resources for implementation to meet the needs of all students. Teachers provide small group instruction that meets the specific needs of each homogeneous group of students whether they are meeting below grade level, on grade level, or above grade level expectations. In addition, push-in support is provided by resource teachers for students who are the lowest 25% within each grade level.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 3,240

Using the current STAR Reading/Math and My Sidewalks data along with individual performance on last year's FCAT, strengths and weaknesses will be determined to drive skill based instruction.

Strategy Rationale

Identifying specific needs from available data will guide the instruction ultimately impacting students academic success.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Swickheimer, Francine, loisfsw@leeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Ongoing data will be collected determining student progress by using STAR Reading/Math, classroom fluency reads, district reading assessments, and math chapter tests along periodic checkpoints provided by the curriculum resources utilized for extended day.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Kindergarten orientation, Open house with classroom visits. Screening data will be collected and aggregated for the first 30 days of school using the FLKRS assessment. New students will be given the STAR Reading and Math tests by one of the Teacher Leaders and information provided to the classroom teacher. If student demonstrates an area of concern, information will be provided to the Primary Education Specialist for MTSS watch status. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills. Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains in order to determine the need for changes to the instructional/intervention programs.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔍 S123456 = Quick Key

Strategic Goals Summary

G1.   Increase student achievement gains school-wide by focusing on teaching and learning.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Increase student achievement gains school-wide by focusing on teaching and learning. `1a`

🔍 G039171

Targets Supported `1b`

Indicator	Annual Target
ESOL Endorsed	71.0
ELA/Reading Gains	68.0
ELA/Reading Lowest 25% Gains	76.0
Math Gains	77.0
Math Lowest 25% Gains	74.0

Resources Available to Support the Goal `2`

- Professional Learning Communities will discuss specific literature to be utilized to address cross curriculuar content and how to dispurse for all grade level teachers.

- Teacher Leaders, Primary Education Specialist and Resource Teachers will support instructional staff by modeling lessons, providing examples, assisting with best practices, reviewing data and addressing areas for improvement.

Targeted Barriers to Achieving the Goal `3`

- Students are not fluent readers.

- Students lack the foundational skills necessary for successful reading.

- Students lack the development of their basic math skills.

Plan to Monitor Progress Toward G1. `8`

Administration walk-throughs and review of lesson plans demonstrate teacher implementation. Administration will attend quarterly Progress Monitoring Meetings and weekly PLC meetings to ensure productivity, process validity, and effectiveness as it relates to the implementation of these skills. The individual data will be collected in the students' data folders.

Data Tracking Boards, located in the conference room, are updated quarterly with individual student achievement.

Person Responsible
James Moreland

Schedule
Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion
Meeting Minutes and Agendas are evidence of what took place during these meetings and sessions. Lesson plans and walk-throughs will provide additional evidence of implementation and progress towards meeting this goal.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 `S123456` = Quick Key

G1. Increase student achievement gains school-wide by focusing on teaching and learning. `1`

🔑 G039171

G1.B1 Students are not fluent readers. `2`

🔑 B094212

G1.B1.S1 Students complete weekly fluency checks to monitor progress and suggest individual strategies for improvement. `4`

🔑 S105297

Strategy Rationale

Self-tracking helps students monitor their own progress throughout the year.

Action Step 1 `5`

The resource team will support every classroom teacher by performing weekly fluency checks on every student. Fluency checks will document errors and words per minute.

Person Responsible

Francine Swickheimer

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

At the completion of the fluency check, the student will have data to take home and discuss his/her reading progress. Teachers will have evidence of fluency growth and areas for improvement.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Master Fluency Schedule

Person Responsible

Francine Swickheimer

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Teachers will have student fluency sheets as evidence that the resource team has completed weekly checks. Classroom Teachers have data folders to track fluency and student achievement.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Administration will review and discuss data results of fluency assessments during quarterly Progress Monitoring Meetings or PLC sessions to ensure the effectiveness of this strategy.

Person Responsible

James Moreland

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

The master schedule is created in the beginning of the year but it is a working document to ensure maximum student learning and teacher effectiveness. Changes in the schedule are strictly done when evidence has been provided that it will positively impact learning.

G1.B1.S2 Weekly fluency check data will be provided to families during student led conferences. 4

S105298

Strategy Rationale

When parents are aware of their student's fluency development, they can assist at home as necessary for improvement.

Action Step 1 5

Students' fluency will be assessed weekly by the resource teachers.

Person Responsible

James Moreland

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

PLC notes and meeting minutes document the weekly items addressed.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Students will record their weekly fluency scores in their data folders.

Person Responsible

James Moreland

Schedule

Semiannually, from 8/18/2014 to 6/5/2015

Evidence of Completion

Sign-in sheets will be required to monitor attendance during student led conferences.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Fluency checks will be added to student data binders for use during student led conferences.

Person Responsible

James Moreland

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Student data folders will be reviewed and discussed at the quarterly progress monitoring meetings with administration.

G1.B2 Students lack the foundational skills necessary for successful reading. `2`

🔧 B104751

G1.B2.S1 School-wide implementation of basic phonics and foundational reading skills. `4`

🔧 S115998

Strategy Rationale

By improving teacher mastery of instruction of phonics and foundational skills, students will demonstrate success in reading proficiency.

Action Step 1 `5`

Pre-school professional development training was provided for all teachers K-5 with ongoing support to teachers and grade levels as needed.

Person Responsible

Francine Swickheimer

Schedule

On 6/5/2015

Evidence of Completion

Inservice records demonstrated participation in this professional development opportunity. Additional support is documented through PLC and grade level meeting minutes.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

Review of teacher lesson plans and administration walk-throughs will demonstrate implementation in the individual classrooms.

Person Responsible

James Moreland

Schedule

On 6/5/2015

Evidence of Completion

Oncourse Lesson Plans and Documented Walk-throughs on PeopleSoft.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Increase in student reading fluency and STAR assessments will provide support that students are mastering these foundational skills.

Person Responsible

Francine Swickheimer

Schedule

On 6/5/2015

Evidence of Completion

Fluency Data Folders and STAR Reading Reports will be monitored.

G1.B3 Students lack the development of their basic math skills. 2

B104752

G1.B3.S1 Implementation of a school-wide math facts program. 4

S120661

Strategy Rationale

By increasing student mastery of basic math facts, their ability to solve more complicated math problems will increase.

Action Step 1 5

Teachers will provide a daily timed math facts quiz along with homework practice for students in K-5.

Person Responsible

Monica Urrely

Schedule

On 6/5/2015

Evidence of Completion

Pre-test, mid-year, and post-test will provide evidence towards student mastery of their math facts.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

End of the week timed math facts quiz results will be recorded in the student data folders.

Person Responsible

Monica Urrely

Schedule

On 6/5/2015

Evidence of Completion

Weekly math facts results will be collected and recorded in Pinnacle.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Student data folders containing the weekly scores will be reviewed and discussed at the quarterly Progress Monitoring Meetings with administration.

Person Responsible

James Moreland

Schedule

On 6/5/2015

Evidence of Completion

Student data folders with weekly math facts scores will provide evidence of effective implementation.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	The resource team will support every classroom teacher by performing weekly fluency checks on every student. Fluency checks will document errors and words per minute.	Swickheimer, Francine	8/18/2014	At the completion of the fluency check, the student will have data to take home and discuss his/her reading progress. Teachers will have evidence of fluency growth and areas for improvement.	6/5/2015 weekly
G1.B1.S2.A1	Students' fluency will be assessed weekly by the resource teachers.	Moreland, James	8/18/2014	PLC notes and meeting minutes document the weekly items addressed.	6/5/2015 weekly
G1.B2.S1.A1	Pre-school professional development training was provided for all teachers K-5 with ongoing support to teachers and grade levels as needed.	Swickheimer, Francine	8/4/2014	Inservice records demonstrated participation in this professional development opportunity. Additional support is documented through PLC and grade level meeting minutes.	6/5/2015 one-time
G1.B3.S1.A1	Teachers will provide a daily timed math facts quiz along with homework practice for students in K-5.	Urrely, Monica	8/18/2014	Pre-test, mid-year, and post-test will provide evidence towards student mastery of their math facts.	6/5/2015 one-time
G1.MA1	Administration walk-throughs and review of lesson plans demonstrate teacher implementation. Administration will attend quarterly Progress Monitoring Meetings and weekly PLC meetings to ensure productivity, process validity, and effectiveness as it relates to the implementation of these skills. The individual data will be collected in the students' data folders. Data Tracking Boards, located in the conference room, are updated quarterly with individual student achievement.	Moreland, James	8/18/2014	Meeting Minutes and Agendas are evidence of what took place during these meetings and sessions. Lesson plans and walk-throughs will provide additional evidence of implementation and progress towards meeting this goal.	6/5/2015 weekly
G1.B1.S1.MA1	Administration will review and discuss data results of fluency assessments during quarterly Progress Monitoring Meetings or PLC sessions to ensure the effectiveness of this strategy.	Moreland, James	8/18/2014	The master schedule is created in the beginning of the year but it is a working document to ensure maximum student learning and teacher effectiveness. Changes in the schedule are strictly done when evidence has been provided that it will positively impact learning.	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Master Fluency Schedule	Swickheimer, Francine	8/18/2014	Teachers will have student fluency sheets as evidence that the resource team has completed weekly checks. Classroom Teachers have data folders to track fluency and student achievement.	6/5/2015 weekly
G1.B2.S1.MA1	Increase in student reading fluency and STAR assessments will provide support that students are mastering these foundational skills.	Swickheimer, Francine	8/18/2014	Fluency Data Folders and STAR Reading Reports will be monitored.	6/5/2015 one-time
G1.B2.S1.MA1	Review of teacher lesson plans and administration walk-throughs will demonstrate implementation in the individual classrooms.	Moreland, James	8/11/2014	Oncourse Lesson Plans and Documented Walk-throughs on PeopleSoft.	6/5/2015 one-time
G1.B3.S1.MA1	Student data folders containing the weekly scores will be reviewed and discussed at the quarterly Progress Monitoring Meetings with administration.	Moreland, James	8/11/2014	Student data folders with weekly math facts scores will provide evidence of effective implementation.	6/5/2015 one-time
G1.B3.S1.MA1	End of the week timed math facts quiz results will be recorded in the student data folders.	Urrely, Monica	8/18/2014	Weekly math facts results will be collected and recorded in Pinnacle.	6/5/2015 one-time
G1.B1.S2.MA1	Fluency checks will be added to student data binders for use during student led conferences.	Moreland, James	8/18/2014	Student data folders will be reviewed and discussed at the quarterly progress monitoring meetings with administration.	6/5/2015 weekly
G1.B1.S2.MA1	Students will record their weekly fluency scores in their data folders.	Moreland, James	8/18/2014	Sign-in sheets will be required to monitor attendance during student led conferences.	6/5/2015 semiannually

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportuntities

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

G1. Increase student achievement gains school-wide by focusing on teaching and learning.

G1.B2 Students lack the foundational skills necessary for successful reading.

G1.B2.S1 School-wide implementation of basic phonics and foundational reading skills.

PD Opportunity 1

Pre-school professional development training was provided for all teachers K-5 with ongoing support to teachers and grade levels as needed.

Facilitator

Francine Swickheimer

Participants

All Teachers K-5

Schedule

On 6/5/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**