

Hendry County Schools

Country Oaks Elementary School



2015-16 School Improvement Plan

Country Oaks Elementary School

2052 NW EUCALYPTUS BLVD, Labelle, FL 33935

http://hendry-schools.org/education/school/school.php?sectionid=9&sc_id=1171294728

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	63%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	83%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	C	B

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Hendry 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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 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 Country Oaks Elementary School is to create and maintain a safe, parent-friendly environment that ensures every member of the school will reach his or her highest level of academic, social, and emotional achievement. Guided by the Florida State standards, curriculum based assessments, and classroom performance, we commit to a rigorous approach in support of each child reaching his or her potential.

Provide the school's vision statement

Country Oaks Elementary School is a place where students receive a student-centered education. We strive to meet the individual academic need of all students. Our highly qualified teachers value working with parents and the community to ensure that students will be proficient with the Florida Standards as they move towards becoming college and career ready.

School Environment

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

Teachers work to build relationships throughout the year. Parents are invited by teachers and administrators to volunteer at anytime. Our SAC committee provides a diverse group of parents to give input as we develop our academic programs and work to support the needs of parents, students, and teachers. Parent nights allow parents and teachers to have conversations regarding the academic progress of their child, while explaining to them the expectations at each grade level. These meetings allow us to share trends in data and show how they can more fully support the learning process, and give an opportunity for parents to voice concerns and ask questions. There is a survey given to parents, so we can collect information that will help us provide better services to families in the future. Professional development is provided from the district, for all teachers, on the cultural differences they may encounter.

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

With implementation of the PBS program, students will have a consistent and positive behavior supports throughout the school. We have secured the campus by keeping all doors locked throughout the day. Gates are locked once the school day begins and school personnel are stationed at specific locations throughout the campus as students arrive and leave the campus. There is an SRO on campus everyday that is available to assist students and parents when needed. The counselor has an open door policy and is available to counsel students and parents throughout the year. Administration welcomes students and parents with an open door policy, as well.

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

The PBS program will be implemented school-wide, but teachers will have some autonomy within their classrooms to create a positive caring environment. Teachers adhere to the student code of

conduct book set by district guidelines. For a first offense- teachers will give the student a warning. For a second offense- teachers will contact the parents of students who become a disruption to the learning process. For a third offense- teachers will send the student to the office with a written referral. Parents will be contacted and, based on the incident, students may receive a time out in the office, restriction of extra-curricular privileges, or other disciplinary actions appropriate for the offense. If it is an egregious act, a referral will be sent to the office on the first offense with the student. The parents will be contacted and further disciplinary actions will be decided.

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

The counselor is available to counsel students that are having social-emotional difficulties, as well as presenting an anti-bullying program. We assist parents by providing information to local mental health facilities within the community. Some teachers and other staff members mentor to support students. We will begin allowing the Big Sister/ Big Brother organization to come in and mentor students that need extra support and encouragement. Teachers are encouraged to assist students in need, or find someone to help with any crisis that may arise.

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

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
	K	1	2	3	4	5	
Attendance below 90 percent	32	22	13	23	16	17	123
One or more suspensions	0	4	3	0	3	3	13
Course failure in ELA or Math	8	5	12	10	5	5	45
Level 1 on statewide assessment	0	0	0	0	0	0	

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	2	1	1	2	2	3	11

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

Students identified will participate in small group instruction to address his/her specific academic need. This will be monitored through formative assessments and quarterly school wide assessments, by the teacher. If the academic need does not improve then the MTSS process will be used to provide a more intense structure for students. Students exhibiting behavior concerns will be aided with the implementation of the PBS program. This program will help to support positive growth with behavior and academics. Students exhibiting a low attendance rate will be contacted first by the

teacher and followed up by a letter and/or call from the office, if attendance rates don't improve. TIPS services will be utilized if attendance continues to decline.

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 available at the school site.

Description

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

Each year we have partnered with the Rotary Club to provide a spaghetti dinner for our open house. This allows parents, staff, and other family members to sit and enjoy a family meal together, and then go to visit classrooms. The Kiwanis Club donates dictionaries to third grade students each year to promote research and develop vocabulary. Boy Scouts and Girl Scouts are encourage to use our facility to set up a table at our open house, so they can recruit new members. RCMA brings future kindergarten students to the school in the spring to visit classrooms and participate in some kindergarten activities. The Big Sister and Big Brother organization helps to provide mentors for students that need a positive role model.

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:

Name	Title
Sealey, James	Principal
Jones, Robin	Assistant Principal
Howard, Amanda	Instructional Coach
Slater, Laura	Guidance Counselor
Wedeles, George	Instructional Coach

Duties

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

Principal and Assistant Principal- Facilitates leadership and guidance for the use of data-based decision making, ensures fidelity and implementation of Florida State Standards. Participates in PLC meetings with each grade level.

Reading Coach -Models instructional strategies for all teachers, analyzes reading data, collaborates with classroom teachers, and provides appropriate professional development for instructors and aides in the implementation of best instructional practices.

Resource teachers- Collaborates with teachers, and participates in implementation of appropriate interventions to students.

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

All Title 1 funds work to supplement our current curriculum materials and academic goals. These funds will provide after school tutoring programs, ELL personnel for students, and professional development for teachers in all academic areas. After school program materials will be used to assist students in subgroups not meeting proficiency. The migrant afterschool program will be provided to migrant students to assist with homework and provide additional instruction in language acquisition. Title X Homeless funds are used to provide additional school materials for students identified as homeless.

The DARE program is presented to 5th graders to support the prevention of the use of drugs, tobacco, and alcohol. The food services program also provides a nutritious breakfast and lunch daily.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Amanda Howard	Teacher
James Sealey	Principal
Robin Jones	Principal

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

The SAC committee reviewed the SIP as a group. Expenditures of SAC money was noted and the team discussed ways to assist the school based on the goals of the SIP. They review the goals from the previous year and look to see what goals were met and how they correlate with the current year's expectations.

Development of this school improvement plan

Parent members, teachers, staff, community leaders, and administration will participate in the development and implementation of the plan. They create, distribute, and tally the parent, teacher, and student surveys that reflects the feeling of these groups towards the different aspects of school life - safety, cleanliness, treatment of students, understanding of school rules/policy, teacher involvement, technology use and feedback from teacher/administration. The results of this survey are used in creating and revising the School Improvement Plan. The SAC also reviews and approves the school compact which is signed by the student, parent, teacher and administrator. Parent input is received during Title 1 meeting, as well.

Preparation of the school's annual budget and plan

The annual budget items are presented to the committee and a vote is taken before proceeding. Teachers and other staff members are welcome to present suggested items that they would like to see purchased through the use of SAC funds. Last year's purchases are reviewed, and the committee gathers information to decide if those items need to be purchased again. The primary goal of SAC funds is to make sure that purchases are for all students.

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

- Agendas for parent communication for grades 2-5-- \$2200.00
- Lanyards to display students identification--grades K-5 -- \$325.00
- Car Hangers for parent pickup -- grades K-5-- \$400.00
- ALPHA card supplies-- grades K-5-- \$240.00
- AR Books-- grades K-5-- \$700.00
- STARFALL software for primary students -- \$300.00
- Oncourse Lesson Planning software -- grades K-5 -- \$2000.00
- Materials to support teacher instruction -- grades K-5 - \$1898.00

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:

Name	Title
Sealey, James	Principal
Jones, Robin	Assistant Principal
Walls, Bonny	Instructional Media
Howard, Amanda	Instructional Coach
Cottrell, Kris	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT promotes the following activities throughout the year:

1. Plans and implements motivational reading strategies for students
2. All Grades participate in Celebrate Literacy Week, Florida
3. Family Reading Night
4. Children's Book Week
5. Read-A-Thon (2 times per year)
6. K-5 Grade Parent Informational Reading Night
7. Sunshine State Book Club (grades 3-5)
8. Florida Reading Association Book Club (grades k-2)
9. Provides resources to teachers to promote literacy in the classroom

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

Grade levels are provided with a common planning time and scheduled weekly PLC meetings to collaborate and plan. During the weekly PLC meetings, teachers and administrators work on grade level data to find trends and discuss best practices that focus on the Florida standards. Resource teachers promote collaboration of curriculum and problem solving of students, by providing resources and materials to help with the plan-do-check-act process. Teachers are encouraged to lead the process during meetings and all members of the team share successes and concerns. Mentors are provided to new teachers for the first year, and can be extended if necessary. Ongoing PD is provided to support current programs and strengthen instruction through increased rigor.

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

New teachers are researched through the Appli-Track System and Teachers/Teachers, before the interview to ensure that the most qualified teachers are interviewed and hired. Once they are hired, they are assigned a mentor and participate in the New Teacher Induction Program, organized and presented by the district. New teachers meet regularly with their mentors and administration to review their progress and solve any problems that may arise. Professional development is provided to teachers that are out-of-field. Administration and district personnel are responsible for providing training. Teachers that are not highly qualified get additional support from administration, resource teachers, and peer teachers.

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

The district's mentoring program is designed to introduce new teachers to the culture of the area, review rules and regulations within the district, and provide support when needed. Each new teacher is assigned a mentor that is familiar with the area of instruction to which they have been assigned. They meet regularly to provide support to the new teacher. Throughout the year new teachers meet with the school based induction team member and administration. This mentoring relationship can be extended into the next school year, if necessary.

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

The district has purchased state adopted materials that are aligned to the Florida Standards. Teachers meet weekly to review the standards that are taught and develop supplemental materials when needed. Teachers progress monitor and review data to evaluate the success of core instruction. Resource teachers meet with grade levels to support and assess student progress with the Florida State Standards. Areas of weakness are addressed and resourced. Teachers post standards to their lesson plans, and learning targets are displayed for students to ensure that all standards are taught. Review of students progress is based on current standards. All supplemental materials are evaluated for standards alignment prior to purchase.

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

Data collected from Performance Matters, quarterly formative assessments, weekly assessments, STAR EL, Discovery Education, and STAR is used to evaluate student progress. Students in the bottom quartile are provided supplemental resources through small group instruction that supports the standards based curriculum. Small groups are created based on specific standard weaknesses. The district curriculum map provides a framework to guide and pace instruction. The Plan Do Check Act model, which is part of the Florida Continuous Improvement Model, is used to assess students' progress. Historical data is reviewed from the mentioned assessments to identify trends and further differentiated instruction.

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: After School Program

Minutes added to school year: 2,430

Country Oaks Elementary After School Program invites ELL and Migrant students to attend the after school program. The curriculum will consist of homework help and language acquisition activities to support the standards. These students will actively work together in small groups and will share what they are learning with each other and the teacher.

Strategy Rationale

Our ELL and Migrant population has little support at home to assist with English curriculum and help with acquiring fluency with English.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Sealey, James, sealeyj@hendry.k12.fl.us

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

WIDA and Access 2.0 data, along with classroom grades will be collected to monitor student progress.

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

COE kindergarten teachers hosted a Pre-K Night in the spring for parents and pre-school age students to come to school and participate in literacy activities and make activities to take home and continue working on throughout the year to help prepare for entering kindergarten. They were given materials to support home instruction. Teachers at the local RCMA Centers are invited to bring their students to Country Oaks Elementary School in the spring, and our Kindergarten teachers visit the local RCMA's to share expectations with parents and help to complete the appropriate paperwork to enroll students. During the visit the pre-school students are taken on a tour of the school. They visit the kindergarten classrooms and art, music, P.E., the library, where they see classroom routines. They also visit the playground and play with the kindergarten students. In the lunchroom, they sit and

enjoy a school lunch with their peers. Students are given a registration packet to take to their parents to complete and return to COE. Any questions the students or adults have are discussed. COE now has 2 VPK classes with 20 students, to prepare for kindergarten. These students will participate in many COE events and also be introduced to kindergarten teachers and classes for special occasions. Fifth grade students visit the middle school in the spring, meet the teachers, visit various areas of the school and learn about the expectations in 6th grade. Students are encouraged to participate and ask questions. The counselors from the middle school came to visit the 5th grade students to share expectations.

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

In the areas of reading and math, students are not achieving proficiency at the rate required by the Florida standards. Proficiency rates in reading on Performance Matters assessments averaged a gain of 3% from the first assessment to the 3rd assessment. Discovery Education assessments in K-2 averaged an increase of 13% from the initial assessment to the 4th assessment. Math rates averaged a 14% increase from benchmark 1 to benchmark 3 on Performance Matters. On Discovery Education K-2 assessments, average growth is 27% from the first to the 4th assessment. Science scores on Performance Matters increased by 3% from the first to third assessment in 5th grade. Math is a greater strength across the grade levels from K through grade 5. Looking at the average growth as students

transfer from the primary grades to intermediate grades, the average growth needs to be markedly increased in order for it to be sustained once students hit third grade.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

Based on the data we have reviewed, we have determined that further progress needs to be made in understanding the standards and translating that to the classroom through effective teaching strategies. Teachers, administration, and support personnel will work to further develop a deeper understanding of the complexity level needed to achieve success with the Florida standards. Professional development needs to be focused and monitored by formative assessments, as we increase our understanding of the standards. This shift in our core beliefs will enable us to more clearly evaluate everyday instruction.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If students are part of regularly scheduled small group instruction in the classroom with an ELL paraprofessional and appropriate implementation of ELL strategies, then the identified number of students exiting ELL will increase by 15%.

- G2.** Students that participate in focused instructional groups, and are monitored by mini-assessments, quarterly formative assessments, and district benchmarks, will meet proficiency on state assessments by 15%.

- G3.** If teachers, para-professionals, support staff, and parents receive professional development to promote relevance and rigor in all classroom instruction, then cross curricular proficiency will increase at all grade levels by 15%.

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. If students are part of regularly scheduled small group instruction in the classroom with an ELL paraprofessional and appropriate implementation of ELL strategies, then the identified number of students exiting ELL will increase by 15%. 1a

G070146

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	75.0

Resources Available to Support the Goal 2

- ELL Paras, Classroom Teachers, Open Book, Migrant After School Program, Classroom Curriculum, Migrant Summer School, Language Aquisition After School

Targeted Barriers to Achieving the Goal 3

- Teachers have limited time to address the needs of students during the school day. Students need additional instruction time with the teacher and paraprofessional.

Plan to Monitor Progress Toward G1. 8

STAR or STAR Early Lit.

Person Responsible

Robin Jones

Schedule

Quarterly, from 8/10/2015 to 5/24/2016

Evidence of Completion

Classroom reports, charts and data

Plan to Monitor Progress Toward G1. 8

Discovery Ed

Person Responsible

Robin Jones

Schedule

Quarterly, from 8/10/2015 to 5/24/2016

Evidence of Completion

Classroom, reports, charts and data

Plan to Monitor Progress Toward G1. 8

Open Book

Person Responsible

Robin Jones

Schedule

Monthly, from 8/10/2015 to 5/24/2016

Evidence of Completion

Classroom, reports, charts and data

G2. Students that participate in focused instructional groups, and are monitored by mini-assessments, quarterly formative assessments, and district benchmarks, will meet proficiency on state assessments by 15%. 1a

G070147

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	75.0
FSA Mathematics - Achievement	75.0

Resources Available to Support the Goal 2

- Accurately aligned mini assessment bank, curriculum maps by standard, Classroom teachers, resources teachers, formative assessments, and administration

Targeted Barriers to Achieving the Goal 3

- Students lack the ability to perform at the complexity level required to reach proficiency rates on state assessments.

Plan to Monitor Progress Toward G2. 8

Classroom teachers will monitor all assessments and administrators will review data.

Person Responsible

James Sealey

Schedule

Evidence of Completion

Increased proficiency levels on quarterly formative assessments

G3. If teachers, para-professionals, support staff, and parents receive professional development to promote relevance and rigor in all classroom instruction, then cross curricular proficiency will increase at all grade levels by 15%. **1a**

G070148

Targets Supported **1b**

Indicator	Annual Target
FSA English Language Arts - Achievement	75.0
FSA Mathematics - Achievement	75.0
FCAT 2.0 Science Proficiency	70.0

Resources Available to Support the Goal **2**

- Onsite trainers, administration

Targeted Barriers to Achieving the Goal **3**

- Scheduling professional development needed for all teachers, staff, and parents to increase knowledge of rigorous instruction.

Plan to Monitor Progress Toward G3. **8**

Progress will be monitored by lesson plans, quarterly formative assessments, and progression of action plans.

Person Responsible

James Sealey

Schedule

Quarterly, from 8/10/2015 to 5/24/2016

Evidence of Completion

Evidence of progress toward our goal will be in action plans

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. If students are part of regularly scheduled small group instruction in the classroom with an ELL paraprofessional and appropriate implementation of ELL strategies, then the identified number of students exiting ELL will increase by 15%. **1**

 G070146

G1.B1 Teachers have limited time to address the needs of students during the school day. Students need additional instruction time with the teacher and paraprofessional. **2**

 B182585

G1.B1.S1 Teachers will monitor the ELL best practices used in the classroom and utilize paraprofessionals to maintain the regular classroom schedule and provide services to students. **4**

 S194324

Strategy Rationale

Knowledge and fidelity when implementing ELL strategies coupled with support from a paraprofessional will help students meet proficiency levels more quickly.

Action Step 1 **5**

Schedule paraprofessionals to maximize their time in the classroom for student instruction.

Person Responsible

Robin Jones

Schedule

Biweekly, from 8/10/2015 to 5/26/2016

Evidence of Completion

Increased para time in the classroom.

Action Step 2 5

Monitor ELL strategies implemented by teachers.

Person Responsible

Robin Jones

Schedule

On 5/26/2016

Evidence of Completion

Lesson plans

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

Maintain an attendance sheet to show when students receive services.

Person Responsible

James Sealey

Schedule

Daily, from 8/10/2015 to 5/26/2016

Evidence of Completion

Attendance sheets

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

Observe and meet with teachers regarding ELL strategies.

Person Responsible

James Sealey

Schedule

Weekly, from 8/10/2015 to 5/24/2016

Evidence of Completion

Lesson plans and professional development activities

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

WAPT Assessment

Person Responsible

Laura Slater

Schedule

Annually, from 8/10/2015 to 5/24/2016

Evidence of Completion

Increase the number of ELL students who pass the exit exam.

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

Open Book

Person Responsible

Robin Jones

Schedule

Annually, from 8/10/2015 to 5/24/2016

Evidence of Completion

The student will show gains in the program by the end of the year.

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

Classroom Grades

Person Responsible

James Sealey

Schedule

Quarterly, from 8/10/2015 to 5/24/2016

Evidence of Completion


The student will show adequate progress.

G2. Students that participate in focused instructional groups, and are monitored by mini-assessments, quarterly formative assessments, and district benchmarks, will meet proficiency on state assessments by 15%.

1

 G070147

G2.B1 Students lack the ability to perform at the complexity level required to reach proficiency rates on state assessments. 2

 B182586

G2.B1.S1 Mini Assessment bank available Realign Performance Matters questions to match curriculum.

4

 S194325

Strategy Rationale

Having an accessible program for mini assessments will allow teachers to easily assess focus groups. Realigning the Performance Matters questions with the standards taught each nine weeks, will give teachers a more accurate idea of the standards that need a focus group.

Action Step 1 5

Ongoing professional development of rigorous instruction

Person Responsible

James Sealey

Schedule

Monthly, from 9/5/2015 to 5/30/2016

Evidence of Completion

Observation in the classrooms by administration and peers, along with assessment data.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Formative assessments

Person Responsible

James Sealey

Schedule

Evidence of Completion

Proficiency levels will increase

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Classroom observations

Person Responsible

James Sealey

Schedule

Evidence of Completion

Increase rigor in the classroom as observed by the administration

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Lesson plans

Person Responsible

James Sealey

Schedule

Evidence of Completion

observed implementation

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Quarterly formative and benchmark assessments

Person Responsible

James Sealey

Schedule

Evidence of Completion

Increased proficiency levels

G3. If teachers, para-professionals, support staff, and parents receive professional development to promote relevance and rigor in all classroom instruction, then cross curricular proficiency will increase at all grade levels by 15%. 1

G070148

G3.B1 Scheduling professional development needed for all teachers, staff, and parents to increase knowledge of rigorous instruction. 2

B182587

G3.B1.S1 Training for parents, special training series for parents, preweek training for teachers, and consistent yearlong training for teachers. 4

S194326

Strategy Rationale

We want the parents to be able to help their children with their homework. The special training series will be specific to the parents' needs. The preweek training will be beneficial to all teachers. The consistent yearlong training will make the training more effective because it will provide continual support for the teachers.

Action Step 1 5

Grade level curriculum nights for parents

Person Responsible

James Sealey

Schedule

Annually, from 10/19/2015 to 11/6/2015

Evidence of Completion

Teams will submit parent sign in sheets.

Action Step 2 5

Staff will work on increased rigorous instruction through PLC meetings and professional development days.

Person Responsible

James Sealey

Schedule

Semiannually, from 9/7/2015 to 6/6/2016

Evidence of Completion

Grade level meeting agendas

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Teams will submit parent sign in sheets.

Person Responsible

James Sealey

Schedule

Semiannually, from 8/6/2015 to 5/24/2016

Evidence of Completion

Parent survey

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Teachers will include rigorous activities in their lesson plans.

Person Responsible

James Sealey

Schedule

Monthly, from 8/10/2015 to 5/24/2016

Evidence of Completion

Administration will document the use of rigorous activities using a rigor checklist during classroom walk throughs.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Effectiveness will be monitored by benchmark assessments, classroom walk-throughs, feedback from teachers, and core assessments

Person Responsible

James Sealey

Schedule

Monthly, from 8/10/2015 to 5/24/2016

Evidence of Completion

Evidence will be from action plans and ongoing student assessments

Appendix 1: Implementation Timeline

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

Hendry - 0191 - Country Oaks Elementary School - 2015-16 SIP
Country Oaks Elementary School

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	Schedule paraprofessionals to maximize their time in the classroom for student instruction.	Jones, Robin	8/10/2015	Increased para time in the classroom.	5/26/2016 biweekly
G2.B1.S1.A1	Ongoing professional development of rigorous instruction	Sealey, James	9/5/2015	Observation in the classrooms by administration and peers, along with assessment data.	5/30/2016 monthly
G3.B1.S1.A1	Grade level curriculum nights for parents	Sealey, James	10/19/2015	Teams will submit parent sign in sheets.	11/6/2015 annually
G1.B1.S1.A2	Monitor ELL strategies implemented by teachers.	Jones, Robin	8/10/2015	Lesson plans	5/26/2016 one-time
G3.B1.S1.A2	Staff will work on increased rigorous instruction through PLC meetings and professional development days.	Sealey, James	9/7/2015	Grade level meeting agendas	6/6/2016 semiannually
G1.MA1	STAR or STAR Early Lit.	Jones, Robin	8/10/2015	Classroom reports, charts and data	5/24/2016 quarterly
G1.MA2	Discovery Ed	Jones, Robin	8/10/2015	Classroom, reports, charts and data	5/24/2016 quarterly
G1.MA3	Open Book	Jones, Robin	8/10/2015	Classroom, reports, charts and data	5/24/2016 monthly
G1.B1.S1.MA1	WAPT Assessment	Slater, Laura	8/10/2015	Increase the number of ELL students who pass the exit exam.	5/24/2016 annually
G1.B1.S1.MA4	Open Book	Jones, Robin	8/10/2015	The student will show gains in the program by the end of the year.	5/24/2016 annually
G1.B1.S1.MA5	Classroom Grades	Sealey, James	8/10/2015	The student will show adequate progress.	5/24/2016 quarterly
G1.B1.S1.MA1	Maintain an attendance sheet to show when students receive services.	Sealey, James	8/10/2015	Attendance sheets	5/26/2016 daily
G1.B1.S1.MA3	Observe and meet with teachers regarding ELL strategies.	Sealey, James	8/10/2015	Lesson plans and professional development activities	5/24/2016 weekly
G2.MA1	Classroom teachers will monitor all assessments and administrators will review data.	Sealey, James	10/5/2015	Increased proficiency levels on quarterly formative assessments	quarterly
G2.B1.S1.MA1	Lesson plans	Sealey, James	10/5/2015	observed implementation	quarterly
G2.B1.S1.MA4	Quarterly formative and benchmark assessments	Sealey, James	10/5/2015	Increased proficiency levels	weekly
G2.B1.S1.MA1	Formative assessments	Sealey, James	9/11/2015	Proficiency levels will increase	quarterly
G2.B1.S1.MA2	Classroom observations	Sealey, James	9/11/2015	Increase rigor in the classroom as observed by the administration	weekly
G3.MA1	Progress will be monitored by lesson plans, quarterly formative assessments, and progression of action plans.	Sealey, James	8/10/2015	Evidence of progress toward our goal will be in action plans	5/24/2016 quarterly
G3.B1.S1.MA1	Effectiveness will be monitored by benchmark assessments, classroom walk-throughs, feedback from teachers, and core assessments	Sealey, James	8/10/2015	Evidence will be from action plans and ongoing student assessments	5/24/2016 monthly
G3.B1.S1.MA1	Teams will submit parent sign in sheets.	Sealey, James	8/6/2015	Parent survey	5/24/2016 semiannually
G3.B1.S1.MA2	Teachers will include rigorous activities in their lesson plans.	Sealey, James	8/10/2015	Administration will document the use of rigorous activities using a rigor checklist during classroom walk throughs.	5/24/2016 monthly

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 Opportunities

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

G1. If students are part of regularly scheduled small group instruction in the classroom with an ELL paraprofessional and appropriate implementation of ELL strategies, then the identified number of students exiting ELL will increase by 15%.

G1.B1 Teachers have limited time to address the needs of students during the school day. Students need additional instruction time with the teacher and paraprofessional.

G1.B1.S1 Teachers will monitor the ELL best practices used in the classroom and utilize paraprofessionals to maintain the regular classroom schedule and provide services to students.

PD Opportunity 1

Monitor ELL strategies implemented by teachers.

Facilitator

District migrant office representative

Participants

classroom teachers

Schedule

On 5/26/2016

G2. Students that participate in focused instructional groups, and are monitored by mini-assessments, quarterly formative assessments, and district benchmarks, will meet proficiency on state assessments by 15%.

G2.B1 Students lack the ability to perform at the complexity level required to reach proficiency rates on state assessments.

G2.B1.S1 Mini Assessment bank available Realign Performance Matters questions to match curriculum.

PD Opportunity 1

Ongoing professional development of rigorous instruction

Facilitator

Administration and resource teachers

Participants

classroom teachers

Schedule

Monthly, from 9/5/2015 to 5/30/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Schedule paraprofessionals to maximize their time in the classroom for student instruction.	\$0.00
2	G1.B1.S1.A2	Monitor ELL strategies implemented by teachers.	\$0.00
3	G2.B1.S1.A1	Ongoing professional development of rigorous instruction	\$0.00
4	G3.B1.S1.A1	Grade level curriculum nights for parents	\$0.00
5	G3.B1.S1.A2	Staff will work on increased rigorous instruction through PLC meetings and professional development days.	\$0.00
Total:			\$0.00