

Hendry County Schools

Central Elementary School



2015-16 School Improvement Plan

Central Elementary School

1000 S DEANE DUFF AVE, Clewiston, FL 33440

http://hendry-schools.org/education/school/school.php?sectionid=10&sc_id=1171294169

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	71%

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	D*	C	B	A

**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 Central Elementary School is to provide all students the opportunity to achieve at high academic levels. Central Elementary endeavors to: educate students for future success and promote academic excellence and equity for a diverse population of students.

Central Elementary School prepares students for academic success in future educational opportunities so that regardless of what the future holds our students will be prepared. This preparation includes reading, writing, mathematics, history, science, and the arts, so as not to eliminate any future career choice. The school will focus on core knowledge and essential skills so that children may achieve foundational skills they will need as they progress onto other endeavors. Central Elementary follows Florida Common Core State standards.

In order to prepare students for the future, and to meet the Florida Core Curriculum Standards of Workplace Readiness, Central Elementary strives to instill attitudes and behaviors such as hard work, personal responsibility, constructive engagement in activities, self-discipline to tackle various assignments, a sense of fairness, and respect for others.

Before a child leaves Central Elementary, he is expected to develop the skills to formulate a question or define an issue. They will find relevant information using appropriate tools and evaluate it through critical thinking. They will solve problems and make decisions based on available information and organize and present their work both orally and in written form. Central's students will be prepared to excel in secondary school with the foundational skills laid in the elementary years.

Provide the school's vision statement

The vision of Central Elementary School is to create a school where students want to learn, parents want to send their children, teachers want to teach, and employees want to work by a commitment to academic achievement, instructional effectiveness, collaboration, and culture. Academic achievement is accomplished through academic engagement at the highest level reflecting college and career readiness. Instructional effectiveness is attained by teachers and leadership creating a climate of rigor, relevance, and high expectations based on state and national standards. Collaboration means working with parents and community stakeholders to create a working partnership for academic excellence and student success. Cultural diversity is respected by all and individual strengths are maximized in a safe and secure environment.

High Achievement for All

High achievement for all means teaching students to be active learners who work hard, think critically and creatively, and communicate effectively. We place high expectations on all students. Title I funding enables us to support students to reach their full potential in all aspects of achievement including much lacking social skills which prepare students for success in their lives after high school.

Excellence in Teaching

A strong emphasis is given to teacher training and improvement with many staff development opportunities. Teachers work together to provide students quality learning experiences.

Educational Equity

Central is committed to identifying and eliminating barriers to educational achievement. We create policies and practices that are fair and just and provide educational opportunities to ensure that every student, regardless of race, color, religion, gender, sexual orientation, marital status, age, national origin, disability, or economic status, meets our standards for achievement, participation and growth.

Collaboration

Central Elementary actively promotes collaborative relationships. We seek out relationships with

community organizations that add value to our school system. We urge and support collaboration and exchange across our school community.

School Environment

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

In order to build relationships between teachers and students, Central is placing great emphasis on student engagement and focused instruction while raising achievement and positive behaviors. To go along with this focus and through vigilance on a daily basis, school staff attends to and ensures students feel safe at school and are able to learn to the best of their ability. One way teachers accomplish this and learn about students culture which leads to positive relationships is by completing online courses through SafeSchools.com. These courses include: Conflict Management, Diversity Awareness, FERPA-confidentiality of records, Disruptive Student Behavior, Homeless Students-Awareness and Understanding, Sensitivity Awareness, Bullying Recognition and Response, Cyberbullying. These courses create an awareness and understanding of situations our students may be dealing with.

Creating an awareness of students' cultures and safe environment complimented by focused instruction, student engagement, and positive behavior work together to build relationships and raise student achievement. Research shows, "when children willingly engage in productive learning experiences in their classrooms, they begin to see value in learning and experience success AND their need to act out or disengage diminishes." In addition Central will engage families in authentic ways in order to continue the building of relationships between the teacher and students and families.

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

Central creates a culture where students can feel safe, know that teachers and administration cares about them, and also realize high expectations have been set for them. Central's staff members cover all safety needs of students while they are in our care by monitoring pick up and drop off points, the hallways, the cafeteria, the playground and the classroom. Central has a School Resource Officer who is available to talk to students and ensure their safety.

Teachers train a group of students for safety patrol. These students walk the halls and promote a safe environment.

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

Central has a school-wide positive behavior support system to help decrease our students' referral rates.

Tier 1 is our universal Positive Behavior Support Level - these are processes and procedures intended for all students and staff, in all settings and across campus. Classrooms will have established processes and procedures that reflect school-wide expectations for student behavior coupled with pre-planned strategies applied within the classroom settings. An example of posted rules are:

1. Use appropriate language,
2. Keep hands, feet, and objects to yourself,
3. Raise your hand to speak,
4. Respect others, school property, and the property of others,
5. Have materials ready on time.

Cubs ROAR - Procedures for cafeteria behavior, assembly behavior, hallway behavior, restroom behavior, and playground behavior tied to being:

R - Respectful

- O - Optimistic
- A - Ambitious
- R - Responsible

These posters will be posted in the classroom as well as in the hallways and in the cafeteria as reminders to students.

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 guidance counselor and the school resource officer will collaborate to provide information and lessons to students on bullying. A schedule and lesson plans will be documented and submitted to Administration. The guidance counselor's schedule will reflect a time set aside for counseling and mentoring of students. The guidance counselor's schedule will also reflect communication with parents in regards to student services. Scheduled IEP/504 meetings will be provided by the guidance counselor to Administration. Scheduled ELL meetings will be provided to Administration by the guidance counselor. MTSS/RtI schedules and appropriate documentation will be provided to Administration. In addition, the guidance counselor will provide personal/social growth counseling, including individual and group, concerning academic success, understanding of self and others, communication skills, decision making, relationship skills, conflict resolution, goal setting, and effective coping skills necessary to refuse participation in substance abuse and physical violence.

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

1. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
2. One or more suspensions, whether in school or out of school in grades k-5.
3. Course failure in English Language Arts or mathematics in grades k-5
4. A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics grades 3,4,5.
5. Score a Level 1 on Discovery Education in grades k-2.
6. k-5 Students with 10 or more unexcused and excused absences.

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	30	24	24	26	21	29	154
One or more suspensions	8	8	11	8	8	14	57
Course failure in ELA or Math	1	4	2	2	4	4	17
Level 1 on statewide assessment	0	0	0	18	28	18	64

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	2	1	2	1	3	11

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

Attendance/Absences- A letter is sent home after 3 days of absences notifying the parents. A second letter is sent home after 6 days of absences notifying the parents. The third step is 6 or more absences report to truancy. Truancy officer holds a meeting with parent and administration in regards to absences. Incentives for classroom with the highest attendance rates every nine-weeks are celebrated with a pizza party, ribbons, pencils, etc.

Academically- Students not performing well academically are identified through the RtI/MTSS process. They receive Tier 2 support from the classroom teacher and resource teacher. Programs such as iReady are being implemented to close gaps. Journey's intervention program Write In Reader is also being utilized and implemented in order to increase student performance. Students are progress monitored on a monthly basis through iReady in order to check on improvement in weak areas.

Central also utilizes the call out system so parents are notified of absences from school.

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

There will be a 2% increase in parental involvement in the following events: Open House, Parent/Teacher Conferences, Title 1 Parent Night, Grade-Level Meeting Night, Chili Bingo, Turkey Trot, Musical Performances etc.

For more information see Parental Involvement Plan

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

The Rotary Club has a partnership with Central. They deliver dictionaries to all the third grade students for home and school usage.

The Vice President of Center State Bank, Elsie Sellers, is a member of Central's SAC. Every year the bank provides teachers and students with classroom supplies. They provide teachers with an appreciation luncheon and offer door prizes at the event.

Active Citizens of Clewiston provide Central with school supplies for students in need.

On a yearly basis, many local businesses contribute items or money for our Annual Chili Bingo held in October. Monies collected is utilized in the classrooms to enhance student learning. Uniforms are

provided by several local area churches.

The Clewiston Museum provides supplementary Florida history lessons for our fourth grade students.

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
Egley, Robert	Principal
Berner, Maranda	Instructional Coach
Morrell, Barbara	Teacher, K-12
Owens, Tracy	Teacher, K-12
Crawford, Monica	Teacher, K-12
Shelton, Allison	Teacher, K-12
	Guidance Counselor
Alford, Keri	Dean

Duties

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

The team will meet weekly to discuss all data and information acquired by teachers. The team will make decisions based on data in the best interest of the student. The program interventions that the team decides on for each student will be research based. Program decisions will be evaluated for each individual student based on-going data collections that will continually monitored by the team to determine validity of programs. The team will identify professional development needs for teachers in the area of intervention.

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

Teachers analyze a variety of data (iReady, Discovery Education data, FAIR data, STAR data, Accelerated Reader, FLKRS, Waterford, Successmaker, Classroom Grades, teacher observation, parent input) to identify Tier 1 students who demonstrate progress deficits in the core program requiring additional supports. Some of these data instruments (AR) are on-going, while others are given at pre-determined intervals, designated by the county. Funding is a combination of Title I and county-level funding. Classroom teachers instruct small groups within their classrooms for Tiers 1 and 2, based on data. Tier 3 interventions are instructed and supported by the team consisting of a team of ESE teachers and paraprofessionals, a Reading Coach, and an Academic Resource.

Title I Part A funds are used for supplementary supplies and technology for computer assisted instruction. Resource Personnel to meet the needs of teachers and students in the area of math, reading, ELL, and technology. Title I A Professional Development focusing on the needs of students in subgroups not meeting AMOS through Title I Part A. Intervention materials to use in after school tutorials are also provided. Additionally, Title I Part A funds needs for identified homeless students in

the LEA.

Title I Part C funds pay for migrant advocates and home/school liaisons. They also fund extended day and year instruction for migrant students. Intervention materials to be used in after school tutorials are provided by Title I Part C. Classroom visits near year's end and summer school programs are also funded.

Title II funds are used to provide professional development focusing on the needs of students in subgroups not making AMOS. After school tutorials are also funded through Title II.

Title III funds provide resource teachers to work with general education classroom teachers to provide services to ELL students and professional development to teachers.

Title X provides supplemental supplies and tutorials for students identified in the LEA as homeless and in need of these services.

Violence Prevention Programs- Central partners with the Hendry County Sheriff's Department to present the Drug Abuse Resistance Education (DARE) programs to our fifth grade students. Fourth grade students complete a gang prevention program (GREAT). All students receive character education through the Keys to Character program and they also participate in the "TOO GOOD FOR DRUGS AND VIOLENCE" programs.

Nutrition Programs- The Hendry County Health Department presents, "Fresh 2 U" program to third grade students.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Robert Egley	Principal
Lisbeth Sanchez	Parent
Terri Peete	Parent
Jennifer Tolbert	Parent
Shawn Grooms	Teacher
Erin Clark	Teacher
Diane Denault	Teacher
Susana Kettler	Teacher
Allison Shelton	Teacher

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

As of this publication, Allison Shelton has been charged with the duty to establish this year's SAC. An initial meeting has been set for September 22.

Development of this school improvement plan

SAC will assist in the preparation and evaluation of the School Improvement Plan. The Principal will provide SAC members a copy of the School Improvement Plan and ask for their input in all areas of the plan from barriers to strategies.

Preparation of the school's annual budget and plan

SAC members will decide how the School Improvement Funds will be budgeted on the first meeting in September.

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

School Improvement Funds will be allocated to the following projects:

Student Incentives- \$1377.50

Technology-\$2,255.00

Supplies- \$1,377.50

Professional Development for 2 Special Area Teachers- \$500.00 (\$250 per teacher)

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
Egley, Robert	Principal
Berner, Maranda	Teacher, K-12
Morrell, Barbara	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Through-out the year, the LLT will provide support and model in all classrooms research based reading strategies. Classroom walk-throughs will be conducted throughout the year as an intervention to increase higher order thinking, collaborative structures, and questioning techniques. Lesson plans will be monitored on a weekly basis for higher order thinking questions, collaborative structures, and questioning techniques.

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

All teachers have collaborative planning times. Once a week, teachers meet with team members to discuss in depth the FL Standards in Reading, Writing, and Math using the CORE program as a resource. Teachers share effective strategies during these weekly planning meetings. Data meetings are being held biweekly to discuss progress monitoring and plan for small group instruction of skills for students. Data is collected from iReady reports and small group instruction is formed to meet students' needs.

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

Our district is part of the Heartland Consortium because we are a small and rural district. Our academic openings are posted on a website that allows more access to highly qualified professionals from areas outside of our small town. District level Human Resources applicants are also accessed.

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

Mrs. Isabel Roa and Mrs. Kelli Atkinson will be mentored by Mrs. Monica Crawford. Mrs. Crawford is a highly effective kindergarten teacher. She has her ELL and Reading Endorsements. She is a member of Central's Leadership Committee.

Mrs. Jamila Burns will be mentored by Maranda Berner. Mrs. Berner was a highly effective kindergarten teacher with 8 years experience. Mrs. Berner is the reading coach. She is a member of Central's Leadership Committee. Mrs. Berner has her Reading and ELL endorsement.

Miss Christina Cozad will be mentored by Mrs. Barbara Morrell. Mrs. Morrell is a highly effective Title 1 Academic Resource teacher with 15 years experience. She is a member of Central's Leadership Committee. Mrs. Morrell has her Reading and ELL endorsement.

Ms. Rivas will be mentored by Lindsey Paige. Mrs. Paige is a highly effective second grade teacher. She has been at Central for 5 years. She is ELL endorsed.

Ms. Allison Taber will be mentored by Tracy Ownes. Mrs. Owens is a highly effective third grade teacher. She has been at Central for 10 years. She is ELL endorsed.

Jalyce Morris and Claudia Lozano will be mentored by Mrs. Meredith Kane. Mrs. Kane is a highly effective teacher with 6 years experience. She also serves as the school guidance counselor. She is a member of Central's Leadership Committee. Mrs. Kane has her ELL endorsement.

All of our Mentor Teachers have Clinical Education training. Mentors will meet with their assigned teacher once a week to discuss any classroom, curriculum, management, etc. issues. Once a month, they will help their assigned teachers with their portfolios.

All new teachers will participate in the Teacher Induction 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

Grade Levels meet on a weekly basis with the FL standards, FL Item Specifications, Sample Task, and the Core Program to ensure it is aligned. Documentation for these meetings will include FL standard covered, sign in sheets, and a summary of what was discussed will be sent to all teachers via email.

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

The school will be implementing iReady researched based Reading program to meet the needs of students. The instruction will include 30 minutes of whole group on grade level instruction based on FL ELA Standards, 30 minutes of small group instruction based on students' needs that are found in the iReady Toolkit, and iReady computer center based on individual students' needs. Reports will be analyzed every two weeks and small group instruction and plans will change according to individual needs.

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: 60

Implementation of the iReady program with fidelity for Reading.

Strategy Rationale

This program is researched based and was purchased by the District to implement with fidelity during the extra 60 minutes added to our Literacy instruction.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Egley, Robert, egleyr@hendry.k12.fl.us

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

iReady reports will be collected and analyzed to determine effectiveness of the strategy. Reports included Class Profile, Individuals, Instructional Grouping, and Progress Monitoring.

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

Central Elementary has three VPK programs. The PreK teachers implement phonemic awareness, alphabet recognition, phonics, concept of print, read alouds, number concepts to 20, fine and gross motor skills, and learning centers in their lesson plans. Listening and following directions is also an important component in their lessons.

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

N/A

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

N/A

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

N/A

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

N/A

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.

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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.

2014-2015 data from i-Ready and Discovery Education shows significant gains throughout the school. While these gains show effective implementation of the strategies put in place for that school year, the gains were unable to supersede the shortcomings of the previous years.

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.

The team feels plans put in place for the previous school year were effective. The foundation has been laid and now the teachers need support to build upon that foundation. With foundational teaching methods in place we need to support the teachers in increasing the rigor of their whole group and small group lessons.

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.** If students are engaged in writing instruction and practice in expository, narrative, opinion, and text dependent writing through which foundation skills of focus, organization, support and conventions will be developed, then 50 percent of students will be proficient in writing.
- G2.** If teachers increase the problem solving process by utilizing data to plan and drive small group instruction, then there will be a 5 percent increase in the number of proficient students for Reading and Math.

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 engaged in writing instruction and practice in expository, narrative, opinion, and text dependent writing through which foundation skills of focus, organization, support and conventions will be developed, then 50 percent of students will be proficient in writing. 1a

G070156

Targets Supported 1b

Indicator	Annual Target
	50.0

Resources Available to Support the Goal 2

- I-Ready Writing
- Write Traits
- Achieve the Core Website
- Engage NY website
- Lucy Calkin's Units of Study Writing Pathways
- Zaner Bloser Writing Program

Targeted Barriers to Achieving the Goal 3

- Students lack a strong foundation in conventions, organization, focus, and support to achieve proficiency in writing.

Plan to Monitor Progress Toward G1. 8

Writing assessment data will be collected a minimum of 3 times a year.

Person Responsible

Keri Alford

Schedule

Quarterly, from 9/1/2015 to 5/27/2016

Evidence of Completion

Writing assessment data, classroom observations, and students writing samples

G2. If teachers increase the problem solving process by utilizing data to plan and drive small group instruction, then there will be a 5 percent increase in the number of proficient students for Reading and Math. 1a

G070157

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	64.0
AMO Math - All Students	69.0

Resources Available to Support the Goal 2

- FCRR Activities
- iReady Reports (k-5) Reading and Math
- ReadWorks.org
- Journey's Guided Reading Leveled Books
- Journey's Progress Monitoring
- iReady Math Workbooks
- Math Chapter Tests
- Title 1 Resource Teacher
- Special Area Teachers
- Paraprofessionals
- ESE Teachers
- iReady Toolbox

Targeted Barriers to Achieving the Goal 3

- Some teachers do not utilize the PLAN, DO, CHECK, ACT in forming small group instruction for Reading and Math.

Plan to Monitor Progress Toward G2. 8

Data collected from iReady Reading Reports and Journey's Progress Monitoring Checklists will ensure student achievement.

Person Responsible

Robert Egley

Schedule

Biweekly, from 9/1/2015 to 5/27/2016

Evidence of Completion

Small group lesson plans, meeting minutes, iReady and Journey's progress monitoring reports, iReady diagnostic reports

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 engaged in writing instruction and practice in expository, narrative, opinion, and text dependent writing through which foundation skills of focus, organization, support and conventions will be developed, then 50 percent of students will be proficient in writing. **1**

 G070156

G1.B1 Students lack a strong foundation in conventions, organization, focus, and support to achieve proficiency in writing. **2**

 B182627

G1.B1.S1 Teachers will implement writing across the curriculum in order for students to achieve proficiency in writing. **4**

 S194371

Strategy Rationale

Central needs to increase writing proficiency in all grades.

Action Step 1 **5**

Classroom schedules will reflect a daily writing time during the ELA block.

Person Responsible

Robert Egley

Schedule

On 5/24/2016

Evidence of Completion

Lesson plans, classroom schedules, writing assessment data, classroom observations, student writing samples

Action Step 2 5

Teachers will provide administration with samples of students' writings during the Writing Assessment Window established by the school.

Person Responsible

Maranda Berner

Schedule

On 5/20/2016

Evidence of Completion

student portfolios, writing assessment data, classroom observations,

Action Step 3 5

Administration will provide professional development in the area of Writing to all classroom teachers.

Person Responsible

Keri Alford

Schedule

On 5/27/2016

Evidence of Completion

Sign-in sheets, pd feedback forms, agenda, meeting minutes

Action Step 4 5

Administration will conduct data chats and discuss specific strategies for implementation with individual teachers about writing performance.

Person Responsible

Keri Alford

Schedule

Quarterly, from 8/10/2015 to 5/20/2016

Evidence of Completion

Meeting minutes, emails, lesson plans, observations.

Action Step 5 5

Teachers will utilize journals and/or folders that reflect writing in other subject areas.

Person Responsible

Keri Alford

Schedule

Daily, from 8/10/2015 to 5/20/2016

Evidence of Completion

Student writing in subject areas, and classroom observations.

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

Classroom observations will be conducted on a daily basis to ensure writing instruction is occurring in the classroom along. Data will be collected from writing assessments and student sample writing will be analyzed by classroom teachers.

Person Responsible

Robert Egley

Schedule

On 5/27/2016

Evidence of Completion

Lesson Plans, classroom schedules, writing assessment data, classroom observations

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

Classroom observations will be conducted on a daily basis to ensure writing instruction is occurring in the classroom along. Data will be collected from writing assessments and student sample writing will be analyzed by classroom teachers.

Person Responsible

Keri Alford

Schedule

Weekly, from 9/1/2015 to 5/27/2016

Evidence of Completion

Lesson plans, classroom schedules, writing assessment data, classroom observations, students writing samples

G2. If teachers increase the problem solving process by utilizing data to plan and drive small group instruction, then there will be a 5 percent increase in the number of proficient students for Reading and Math. 1

G070157

G2.B1 Some teachers do not utilize the PLAN, DO, CHECK, ACT in forming small group instruction for Reading and Math. 2

B182628

G2.B1.S1 There will be progress monitoring of students' performance every two weeks using Journey's Reading and iReady Reading and Math. 4

S194372

Strategy Rationale

Plan Do Check Act is a model of continuous improvement where teachers plan for a change in instruction, test the change, carry out the plans for the change, review the progress monitoring and act based on what has occurred with their students. This will increase student achievement.

Action Step 1 5

There will be progress monitoring of skills every two weeks and biweekly data meetings will be conducted to discuss small group instruction.

Person Responsible

Robert Egley

Schedule

Biweekly, from 8/10/2015 to 5/20/2016

Evidence of Completion

Small group lesson plans, meeting minutes, progress monitoring data

Action Step 2 5

There will be progress monitoring of skills every month utilizing the iReady program in Reading and Math.

Person Responsible

Keri Alford

Schedule

Monthly, from 8/10/2015 to 5/20/2016

Evidence of Completion

iReady progress monitoring reports, small group lesson plans, meeting minutes, agendas

Action Step 3 5

Teachers will develop small groups for Reading and Math after biweekly progress monitoring has occurred.

Person Responsible

Robert Egley

Schedule

On 5/20/2016

Evidence of Completion

Lesson Plans, Small group lesson plans, progress monitoring data, meeting minutes, agendas

Action Step 4 5

Reading Coach will provide support and model for teachers small group instructional lessons based on progress monitoring data.

Person Responsible

Maranda Berner

Schedule

On 5/20/2016

Evidence of Completion

Coach's Log, coach's lesson plan, coach's calendar

Action Step 5 5

Administration will analyzing progress monitoring data in order to sure student achievement.

Person Responsible

Robert Egley

Schedule

On 5/20/2016

Evidence of Completion

Journey's Progress Monitoring Data, iReady class progress monitoring reports, Discovery Ed Data

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

Biweekly data meetings will be conducted to review students performance of necessary skills.

Person Responsible

Robert Egley

Schedule

Biweekly, from 9/1/2015 to 5/27/2016

Evidence of Completion

Small group lesson plans, meeting minutes, data from Journey's and iReady

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

Administration will analyze iReady and Journey's progress monitoring data by classrooms to ensure student achievement.

Person Responsible

Robert Egley

Schedule

Biweekly, from 9/1/2015 to 5/27/2016

Evidence of Completion

Small group lesson plans, meeting minutes, iReady and Journey's progress monitoring data

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	Classroom schedules will reflect a daily writing time during the ELA block.	Egley, Robert	8/10/2015	Lesson plans, classroom schedules, writing assessment data, classroom observations, student writing samples	5/24/2016 one-time
G2.B1.S1.A1	There will be progress monitoring of skills every two weeks and biweekly data meetings will be conducted to discuss small group instruction.	Egley, Robert	8/10/2015	Small group lesson plans, meeting minutes, progress monitoring data	5/20/2016 biweekly
G1.B1.S1.A2	Teachers will provide administration with samples of students' writings during the Writing Assessment Window established by the school.	Berner, Maranda	10/5/2015	student portfolios, writing assessment data, classroom observations,	5/20/2016 one-time
G2.B1.S1.A2	There will be progress monitoring of skills every month utilizing the iReady program in Reading and Math.	Alford, Keri	8/10/2015	iReady progress monitoring reports, small group lesson plans, meeting minutes, agendas	5/20/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A3	Administration will provide professional development in the area of Writing to all classroom teachers.	Alford, Keri	8/3/2015	Sign-in sheets, pd feedback forms, agenda, meeting minutes	5/27/2016 one-time
G2.B1.S1.A3	Teachers will develop small groups for Reading and Math after biweekly progress monitoring has occurred.	Egley, Robert	9/7/2015	Lesson Plans, Small group lesson plans, progress monitoring data, meeting minutes, agendas	5/20/2016 one-time
G1.B1.S1.A4	Administration will conduct data chats and discuss specific strategies for implementation with individual teachers about writing performance.	Alford, Keri	8/10/2015	Meeting minutes, emails, lesson plans, observations.	5/20/2016 quarterly
G2.B1.S1.A4	Reading Coach will provide support and model for teachers small group instructional lessons based on progress monitoring data.	Berner, Maranda	8/10/2015	Coach's Log, coach's lesson plan, coach's calendar	5/20/2016 one-time
G1.B1.S1.A5	Teachers will utilize journals and/or folders that reflect writing in other subject areas.	Alford, Keri	8/10/2015	Student writing in subject areas, and classroom observations.	5/20/2016 daily
G2.B1.S1.A5	Administration will analyzing progress monitoring data in order to sure student achievement.	Egley, Robert	9/7/2015	Journey's Progress Monitoring Data, iReady class progress monitoring reports, Discovery Ed Data	5/20/2016 one-time
G1.MA1	Writing assessment data will be collected a minimum of 3 times a year.	Alford, Keri	9/1/2015	Writing assessment data, classroom observations, and students writing samples	5/27/2016 quarterly
G1.B1.S1.MA1	Classroom observations will be conducted on a daily basis to ensure writing instruction is occurring in the classroom along. Data will be collected from writing assessments and student sample writing will be analyzed by classroom teachers.	Alford, Keri	9/1/2015	Lesson plans, classroom schedules, writing assessment data, classroom observations, students writing samples	5/27/2016 weekly
G1.B1.S1.MA1	Classroom observations will be conducted on a daily basis to ensure writing instruction is occurring in the classroom along. Data will be collected from writing assessments and student sample writing will be analyzed by classroom teachers.	Egley, Robert	9/1/2015	Lesson Plans, classroom schedules, writing assessment data, classroom observations	5/27/2016 one-time
G2.MA1	Data collected from iReady Reading Reports and Journey's Progress Monitoring Checklists will ensure student achievement.	Egley, Robert	9/1/2015	Small group lesson plans, meeting minutes, iReady and Journey's progress monitoring reports, iReady diagnostic reports	5/27/2016 biweekly
G2.B1.S1.MA1	Administration will analyze iReady and Journey's progress monitoring data by classrooms to ensure student achievement.	Egley, Robert	9/1/2015	Small group lesson plans, meeting minutes, iReady and Journey's progress monitoring data	5/27/2016 biweekly
G2.B1.S1.MA1	Biweekly data meetings will be conducted to review students performance of necessary skills.	Egley, Robert	9/1/2015	Small group lesson plans, meeting minutes, data from Journey's and iReady	5/27/2016 biweekly

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 engaged in writing instruction and practice in expository, narrative, opinion, and text dependent writing through which foundation skills of focus, organization, support and conventions will be developed, then 50 percent of students will be proficient in writing.

G1.B1 Students lack a strong foundation in conventions, organization, focus, and support to achieve proficiency in writing.

G1.B1.S1 Teachers will implement writing across the curriculum in order for students to achieve proficiency in writing.

PD Opportunity 1

Administration will provide professional development in the area of Writing to all classroom teachers.

Facilitator

Participants

Schedule

On 5/27/2016

PD Opportunity 2

Teachers will utilize journals and/or folders that reflect writing in other subject areas.

Facilitator

Participants

Schedule

Daily, from 8/10/2015 to 5/20/2016

G2. If teachers increase the problem solving process by utilizing data to plan and drive small group instruction, then there will be a 5 percent increase in the number of proficient students for Reading and Math.

G2.B1 Some teachers do not utilize the PLAN, DO, CHECK, ACT in forming small group instruction for Reading and Math.

G2.B1.S1 There will be progress monitoring of students' performance every two weeks using Journey's Reading and iReady Reading and Math.

PD Opportunity 1

There will be progress monitoring of skills every month utilizing the iReady program in Reading and Math.

Facilitator

iReady facilitators and coaches

Participants

All k-5 classroom teachers

Schedule

Monthly, from 8/10/2015 to 5/20/2016

PD Opportunity 2

Teachers will develop small groups for Reading and Math after biweekly progress monitoring has occurred.

Facilitator

iReady facilitators and coaches

Participants

All K-5 teachers

Schedule

On 5/20/2016

Technical Assistance Items

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