

Auburndale Central Elementary School

320 LEMON ST, Auburndale, FL 33823

<http://schools.polk-fl.net/ace/>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	78%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	57%

School Grades History

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

**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 Polk 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
Focus	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission is for every learner to reach academic excellence by becoming creative problem solvers and change makers.

Provide the school's vision statement

Our vision is to provide a nurturing environment committed to achieving academic excellence through the use of high yield strategies in preparation for college or career.

School Environment

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

Auburndale Central learns about student cultures through an event of "Cultures Around the World" held during a family night event. Each grade level represents a different culture and students and families are given passports to visit the different countries and experience the different cultures. We also introduce cultures through text in the language arts classrooms. Auburndale Central studies different cultures through music and art class as well. During the months of October and February we celebrate Hispanic Heritage and African American History month during a Saturday in the library event. Through the foundation of the 7 Habits of Happy Kids we learn to accept individuals and cultures. We have a Hispanic secretary that assists in building bridges between the teachers and the Hispanic families and their children by attending meetings to translate and being one of the first faces families are greeted by in the office.

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

Auburndale Central Elementary Staff creates an environment where children feel safe and respected before, during and after school by setting clear school-wide procedures and expectations both academically and behaviorally. Academically we have a set of school-wide and high yield strategies that are followed by the teachers in each classroom and the children are introduced to these expectations and know what to expect during the learning day. Writing rubrics that are used consistently across the grade levels are implemented are built on the knowledge previously learned from one grade to the next. In every classroom "Thinking Maps" are used as our primary graphic organizers, writing expectations are posted in every classroom and followed in all writing across the curriculum. Journals are implemented in all academic areas at all grade levels and the procedures for the use of those journals stay consistent; therefore, students know the expectations and format as they matriculate from one grade to the next and the work becomes more rigorous in nature. We also have a school-wide Positive Behavior Support System with a manual that is sent home and signed by parents. All classrooms use the "Clip System" and the recognition of "Exemplary Leader" tickets. With consistency across the school in academic expectations and behavioral expectations children feel safe and respected.

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

Auburndale Central Elementary implements the "7 Habits of Happy Kids" school wide and follows the Positive Behavior Support (PBS) System that focuses on increasing positive behavior so that we can focus on student achievement and learning. The PBS system includes a tracking form to collect data that is necessary to identify effective ways of changing inappropriate behavior (teacher managed) before it becomes an office discipline referral. The tracking Form assists in identifying the pattern of behavior and determining the interventions that will be most effective; the purpose is to modify behavior so that the focus can return to learning. Clear and consistent behavioral expectations are school-wide and all staff members are trained on the "7 Habits of Happy Kids" and the PBS system during the pre-planning week prior to the students return to school. Students are taught the 7 habits and the school-wide behavioral expectations during the first week of school. Each classroom also monitors behavior through a "clip system" that is described in a parent handbook that is sent home and reviewed by each parent. The PBS Committee meets monthly to review needs and accomplishments and make revisions to the plan accordingly.

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

Auburndale Central Elementary (ACE) ensures the social-emotional needs of all students are being met by providing the following: counseling, mentoring, creating a safe atmosphere, meeting students individual needs, establishing a support network, and developing student character and academics. The guidance counselor provides counseling to students when students need someone to talk to or they cannot cope in the classroom because of psychological needs, social needs and the lack of resources that effect the student academically. The counselor provides the students with coping skills to help them get through their academic day. Teachers and administration provide counseling also when time permits. Mental Health services are also available when needed through Winter Haven Behavioral Health.

ACE has joined forces with the Big Brother Big Sister program, Reading PALS, and the City of Auburndale for mentoring. Teachers make sure the students feel safe and not insecure by providing specific strategies to create a safe atmosphere. Teachers meet students' individual needs through assessment prompts, small groups, Kagan, collaborative pairs, and Tier plans. ACE is great at providing a support team for the student. The teachers, administration, school psychologist, and guidance counselor work with parents and ensure the students are supported 100%. Students are taught social skills throughout the day and are praised for a job well done to help develop character along with academics.

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

Polk County Public Schools has an early warning system that automatically notifies the schools of students that are absent 10 or more days of enrollment regardless of whether the absence is excused or a result of out-of-school suspension, total number of in-school and out-of-school suspensions greater than three days, and students over age 2 or more years for the grade level. The principal reviews all report cards quarterly and notes course failures in English Language Arts and mathematics. She communicates with parents and meets with teachers to implement a plan for academic success. All level 1 scores on statewide, standardized assessments in English Language Arts and mathematics are analyzed and instructional adjustments are made to ensure success.

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

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

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

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Auburndale Central Elementary (ACE) monitors students who are falling behind on academic knowledge and skills so that we can provide extra help and interventions such as: mentoring, tutoring, targeted literacy and math curricula support, extended school time, and a wide range of other supports to keep students on track for graduation.

The attendance committee monitors attendance and the school social worker sends home letters when 5 and 10 absences have occurred. We meet with parents to assist the families with understanding the importance of attendance and to develop a plan of action to assist with attendance issues.

ACE also monitors behavior through a school-wide behavioral tracking system and we refer children with constant discipline referrals to our MTSS team to be supported through a behavioral plan and/or Tier plan.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/56437>.

Description

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

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

Auburndale Central builds and sustains partnerships with the local community by having 10 members of the City of Auburndale as Reading Pals to our kindergarten students. The school stays in close contact with the Auburndale City Manager and communicates needs of the school. Auburndale Central Elementary maintains several business partners that donate time to volunteer and assist with school-

wide projects, as well as donate resources to the school. We sustain our partnerships through constant communication, thank you notes, and celebrations.

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
May, Octavia	Principal
Lott, Sandria	Guidance Counselor
Scott, Sheila	Assistant Principal
Murphy, Joyce	Instructional Coach

Duties

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

Octavia May: The principal provides a common vision for the use of data-based decision-making; models the problem solving process; supervises the development of a strong infrastructure for implementation of MTSS; ensures that the school-based team is implementing MTSS; conducts assessment of MTSS skills of school staff; ensures implementation of intervention support and documentation; ensures and participates in adequate professional learning to support MTSS implementation; develops a culture of expectation with the school staff for the implementation of MTSS school-wide; ensures resources are assigned to those areas in most need; and communicates with parents regarding school-based MTSS plans and activities. Develops or brokers technology necessary to manage and display data, provides professional development and technical support to teachers and staff regarding data management and graphic display.

Sheila Scott: Assists the principal in providing a common vision for the use of data-based decision-making; assists in the development of a strong infrastructure of resources for the implementation of MTSS; further assists the principal in the assessment of MTSS skills, implementation of intervention support, and documentation; ensures and participates in professional learning; and communicates with parents concerning MTSS plans and activities. Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; assists with professional development for behavior concerns; assists in facilitation of data-based decision making activities.

Joyce Murphy: Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identifies patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; provides support for assessment and implementation monitoring; and models/coaches teachers in areas that need development in order to better meet student educational needs.

Sandria Lott: Provides quality services and expertise on issues ranging from program design to assessment; guides and provides intervention with individual students, in small group, and in whole classroom settings; communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success.

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

The MTSS Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (rigor, relevance, and relationships); facilitated the development of a systematic approach to teaching (gradual release, essential questions, activating strategies, teaching strategies, extended thinking, refining, and summarizing); and aligned processes and procedures.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school programs. The district coordinates with Title II and Title III in ensuring staff development.

Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. (Ex. Purchase new technology for classrooms.)

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers. SAI funds will be used to expand the summer program to all Level 2 students.

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that incorporate field trips, community service, drug tests, and counseling.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Octavia May	Principal
Sheila Scott	Principal
Peggy Shadrick	Business/Community
Angelica Mratinez	Parent
Lisa Carver	Parent
Jennifer Bishop	Parent
Terrie Zanella	Parent
Sharon Davis	Education Support Employee
Sandria Lott	Teacher
Joyce Murphy	Teacher
Angie McVey	Parent
Lorraine Gamble	Parent
Amanda Joiner	Teacher
Connie Barfield	Teacher
Mary Weatherholtz	Parent
Carolyn Criswell	Parent
Bob Criswell	Parent
Norma Carrillo	Parent
Lisa Bamberg	Education Support Employee
Rosemary Zamora	Education Support Employee
Adam Mayfield	Business/Community
	Student
Julie Dean	Business/Community

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 School Advisory Council will meet five times in the upcoming school year. The School Advisory Council will assist in the preparation, implementation, and evaluation of the School Improvement Plan as it is a working document and if adjustments need to occur this will be discussed and reviewed with our SAC. The Council makes recommendations and assists the school administration in areas of school improvement. These functions are performed through participatory decision-making by parents, educators, school staff, business people, and other community members who are stakeholders in the school.

Development of this school improvement plan

Initial SAC Committee for the '15-'16 school met on Sept. 23, 2015. Members were introduced and co-chairs were voted in. Members received information about the new school administration and current school data. The committee will assist with the future SIP plans at the next meeting which will be held in Nov. 2015. The SAC committee from '14-'15 made recommendations and approved the SIP at the October 14, 2014 meeting prior to the administration change.

Preparation of the school's annual budget and plan

The annual budget was reviewed and discussed with the SAC during our May 13, 2014 meeting. We do not have any special projects at this time.

As the year progresses, the '15-'16 SAC committee will address budget and plans for the future.

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

Currently we do not have any funds allocated for projects.

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

No

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

No community members attended the SAC meeting on Sept. 23, 2015, although many were invited. We will work to build community capacity.

Literacy Leadership Team (LLT)

Membership:

Name	Title
May, Octavia	Principal
Scott, Sheila	Assistant Principal
Henry, Sheryl	Teacher, K-12
Dawson, Beth	Instructional Coach
Sparr, Kasie	Teacher, K-12
Murphy, Joyce	Instructional Coach
gruebel, jennifer	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiatives involve increasing student achievement by helping teachers have a thorough understanding of the curriculum to be taught. Therefore, the LLT will work with teachers to unpack the standards, analyze data, and improve the planning and instructional process in all content areas.

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

Teachers will have collaborative planning two days each week where they will focus on data driven instruction that correlates with the rigor of the Florida Standards. Grade level teams will meet with administration once a week for professional learning communities focusing on lesson plans, instruction and data.

We also encourage a positive work environment through our PBS system that implements not only student exemplary leader initiatives but also exemplary staff leader recognition each morning on the announcements.

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

Administration meets twice monthly with new teachers. New teachers are partnered with a mentor (veteran teacher).

Administration works closely with college campus job fairs and recruiting at universities, as well as working with district personnel to hire highly qualified staff. We maintain and hire highly qualified interns.

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

Mrs. Isaac and Mr. Richman are being mentored by Mrs. Stoquert our 5th grade teacher. Mrs. Stoquert is well versed in our school-wide best practices. New teacher meetings will take place twice monthly in addition to meeting with the assigned mentor. Modeling and coaching of effective instructional practices by the mentor teacher and literacy coach are also provided to each new teacher.

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

We ensure our core instruction and materials align with the Florida Standards by confirming the overlay of standards, item specifications (3rd -5th) and curriculum maps during the planning process. We note as to whether our core instructional activities meet the rigor and cognitive complexity of each standard as set forth in the Florida Standards during our common planning and administrative PLC meetings. The matching of the instructional materials to the standards is extremely important as resources are often pulled in to meet the rigor of the standards, when the adopted materials may not meet the standards complexity requirements.

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 is used by teachers to determine whole group lessons and activities as well as small groups and small group lessons for students not meeting the standards. Assessments used include, but are not limited to those determined by the district and state (FLKRS, FAIR, FSA, etc). Support Teachers also use the data to assist students in ESOL, ESE, and Intervention groups.

Administration monitors assessment results and uses the data to determine professional development for teachers throughout the year, to assist and encourage individual students/small groups as the admin. see students throughout the campus as well as in classroom walk-throughs, and training for parents in order to help them assist their children at home.

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:

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

May, Octavia, octavia.may@polk-fl.net

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

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

Parents of in-coming Kindergarten students are invited to participate in our "Bridge Bus" that visits the community twice a week. Families become familiar with our school by visiting the bus. We give families books. They also have access to online activities with the computers on the bus.

Literature and Scholastic books are given to the parents to promote the importance of reading and to share Kindergarten GLEs.

A Kindergarten readiness skills test is administered to each student. A copy of the assessment is provided to the parent with specific instructions on activities which they may do with their child to improve his/her readiness.? Auburndale Central has four Pre-Kindergarten Head Start classrooms housing 18 students each under the supervision of a certified teacher and CDAT.

Once the preschool student completes the transition to Kindergarten student, the FKLRS and F.A.I.R. are administered.

Data collected is used to differentiate instruction and design activities to fill gaps or provide enrichment in school readiness and socialization.

The guidance counselor dedicates time and materials to assist the Kindergarten students and parents to make a successful transition into Kindergarten.

Students from the on campus Head start program are given the opportunity to experience a day of Kindergarten at Auburndale Central.

Parents of both preschool and school-aged children are identified and encouraged to make use of the materials in the parent resource room.

If the percentage of students who are ready to start school according to the FKLRS data continues to increase, then our preschool plan will be deemed effective.

The personnel involved in this program include: media specialist, guidance counselor, math coach, teacher trainer, para-educators, principal, assistant principal, and kindergarten teachers.

Pre-kindergarten students and their parents participate in school-wide programs that provide them with literature and information to make the transition into Kindergarten a smooth process.

Parent feedback is another tool used in evaluating the effectiveness of the Round Up and other parent activities.

Parents of outgoing 5th graders are invited to the local middle schools to an orientation and the 5th graders go on a field trip to the local middle schools prior to matriculation to 6th grade.

The strings teacher teaches at our school and at the middle school.

Guidance Counselors from the middle school come over prior to testing to discuss middle school

options with the 5th graders and why they need to focus on learning and becoming proficient in math and reading.

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.

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.

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.** Teachers will use knowledge gained from Professional Development to ensure rigorous standards based instruction with ongoing progress monitoring utilizing research based instructional strategies to demonstrate high expectations.

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. Teachers will use knowledge gained from Professional Development to ensure rigorous standards based instruction with ongoing progress monitoring utilizing research based instructional strategies to demonstrate high expectations. **1a**

 G073847

Targets Supported **1b**

Indicator	Annual Target
AMO Math - All Students	58.0
AMO Reading - All Students	62.0
FCAT 2.0 Science Proficiency	31.0

Resources Available to Support the Goal **2**

- Administration
- F.A.I.R., FLKRS, FSA data, FCAT data, and formative benchmark assessments
- School based Leadership Team
- Academic Leadership Team
- Classroom Walk Throughs

Targeted Barriers to Achieving the Goal **3**

- Lack of understanding of standards

Plan to Monitor Progress Toward G1. **8**

Administrators will monitor formative and standardized assessments, MTSS data and ongoing student data as a result of knowledge gained from professional development.

Person Responsible

Octavia May

Schedule

Weekly, from 9/1/2015 to 6/9/2016

Evidence of Completion

Administrators will see the evidence of teachers analyzing data on Data Day, during collaborative planning and PLC's.

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. Teachers will use knowledge gained from Professional Development to ensure rigorous standards based instruction with ongoing progress monitoring utilizing research based instructional strategies to demonstrate high expectations. **1**

 G073847

G1.B1 Lack of understanding of standards **2**

 B192883

G1.B1.S1 Professional development on unpacking and understanding the depth of the standard to drive instruction. **4**

 S204377

Strategy Rationale

To increase student achievement by having teachers understand the the whole standard.

Action Step 1 **5**

Provide professional development to teachers on understanding standards to drive instruction.

Person Responsible

Joyce Murphy

Schedule

Weekly, from 9/1/2015 to 6/9/2016

Evidence of Completion

Sign in sheets

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

Administration will attend standards PD, attend weekly collaborative planning, and conduct daily classroom walk-throughs to monitor fidelity.

Person Responsible

Octavia May

Schedule

Weekly, from 9/1/2015 to 6/9/2016

Evidence of Completion

Sign in sheets, CWT monitoring forms, Journey, assessment data

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

Administrators will conduct walk-throughs and teachers will provide student work samples to monitor effectiveness.

Person Responsible

Octavia May

Schedule

Daily, from 9/1/2015 to 6/9/2016

Evidence of Completion

Student work samples and Administrator documentation through Journey

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	Provide professional development to teachers on understanding standards to drive instruction.	Murphy, Joyce	9/1/2015	Sign in sheets	6/9/2016 weekly
G1.MA1	Administrators will monitor formative and standardized assessments, MTSS data and ongoing student data as a result of knowledge gained from professional development.	May, Octavia	9/1/2015	Administrators will see the evidence of teachers analyzing data on Data Day, during collaborative planning and PLC's.	6/9/2016 weekly
G1.B1.S1.MA1	Administrators will conduct walk-throughs and teachers will provide student work samples to monitor effectiveness.	May, Octavia	9/1/2015	Student work samples and Administrator documentation through Journey	6/9/2016 daily
G1.B1.S1.MA1	Administration will attend standards PD, attend weekly collaborative planning,	May, Octavia	9/1/2015	Sign in sheets, CWT monitoring forms, Journey, assessment data	6/9/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	and conduct daily classroom walk-throughs to monitor fidelity.				

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. Teachers will use knowledge gained from Professional Development to ensure rigorous standards based instruction with ongoing progress monitoring utilizing research based instructional strategies to demonstrate high expectations.

G1.B1 Lack of understanding of standards

G1.B1.S1 Professional development on unpacking and understanding the depth of the standard to drive instruction.

PD Opportunity 1

Provide professional development to teachers on understanding standards to drive instruction.

Facilitator

Octavia May

Participants

Administration/Support Staff/Teachers

Schedule

Weekly, from 9/1/2015 to 6/9/2016

Technical Assistance Items

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