Polk County Public Schools

Cleveland Court Elementary School

2015-16 School Improvement Plan

Cleveland Court Elementary School

328 EDGEWOOD DR E, Lakeland, FL 33803

http://schools.polk-fl.net/clevelandcourt

School Demographics

School Type	**2014-15 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 2)
Elementary	No	52%

Alternative/ESE Center	**Charter School**	**2015-16 Minority Rate** (Reported as Non-white on Survey 2)
No	No	47%

School Grades History

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

*Preliminary Informational Baseline School Grade

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

School Board Approval

This plan was approved by the Polk County School Board on 1/5/2016.

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.

Table of Contents

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	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

Every hand, every heart, every mind; joined in learning, sharing in success, focusing on the future!

Provide the school's vision statement

CCE Students will demonstrate mastery of grade level benchmarks following the Florida State Standards. CCE students will be prepared for success in middle school and beyond. CCE students will work cooperatively with others to create a safe and orderly environment designed to promote learning.

School Environment

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

Our morning news show CNN (Cougar News Network) features various cultures throughout the school year with specific emphasis placed upon those cultures represented within our school community. Contributions of individuals represented by these cultures are hi-lighted. The geography, climate, and features of each culture are hi-lighted as well.
In addition, our school community has an on-going global outreach project with a remote village in Haiti. The village was severely impacted by the recent earthquakes. Our students have helped provide food, shelter, clothing, library books, and have even created an on the spot video report of the harsh conditions children in this remote village face simply to attend school each day.
We have also begun a mentoring program where every student in the school has been assigned an adult staff mentor. Our mentors will meet with their assigned students one to two times per month. Each day, we make the connection to our mission statement of: Every hand, every heart, every mind; joined in learning, sharing in success, focusing on the future. We are a global community right here within our own school.

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

Every classroom begins the school year by introducing and/or reviewing the book "How Full is Your Bucket?" for kids, written by Tom Rath and Mary Reckmeyer and illustrated by Maurie M Manning. The book is projected in each classroom and discussed in pairs and small groups. We encourage students to be "bucket fillers" each and every day. We have found this simple concept to be extremely effective with all age groups K-5 and all subgroups as well. We review at midyear, but more often in individual classroom should the need arise. We have incorporated this concept into our PBS management system and it works extremely well. The Principal has encouraged all adults to utilize this phrase when any potential for negative comments begins between children.

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

We have a school-wide behavior management system in place. Our school-wide plan includes positive reinforcement. It also includes the use of daily planners to keep parents informed of student

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behavior. The behavior plan rules mirror the personal development portion of our district report card so students realize they are working toward the same set of expectations that are outlined on the nine week report card system established by our district.

Each of the 12 personal development components from the report card are sub-categories of our four major positive behavior expectations which include: Show Cooperation, Show Respect, Show Excellence, and Show Responsibility.

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

In order to assure that the social-emotional needs of all students are being met, the school guidance counselor is an active member of the PBS and MTSS Problem Solving Teams, developing, providing, and/or monitoring interventions as necessary. Teachers and parents also refer students to the guidance counselor for short term/crisis counseling; which may include providing parents/guardians with referrals to community resources. The counselor also maintains communication with community mental health/private counseling providers in order to maintain the school/home connection when needed.

Early Warning Systems

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

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

The Early Warning System (EWS) will provide a list of students that:
1. Attendance is below 90 percent, regardless of whether the absence is excused or unexcused
2. One or more suspensions, in or out of school
3. Failing score in English Language Arts or Mathematics
The system will send out an email to the administrators once a month.

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	12	10	6	12	5	16	61
One or more suspensions	0	0	1	0	0	1	2
Course failure in ELA or Math	10	3	5	14	6	3	41
Level 1 on statewide assessment	0	0	0	5	17	11	33

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

Indicator	Grade Level			Total
	3	4	5	
Students exhibiting two or more indicators	1	4	2	7

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

For current ESE students who scored level 1, a determination needs to be made regarding the growth they made on the 2014/15 assessment. If good growth was made, we want to maintain and continue the level of service to continue making growth in 2016. We are in a transition year between FCAT data and FSA data. We are waiting for the state to make a determination about how growth will be determined.

For ESE students who did not make adequate growth, adjustment needs to be made in the level of service, accommodations, and/or instructional strategies used in order to see growth on the 2015/16 assessment.

For non-ESE students (those involved in RtI) a determination needs to be made regarding the possibility of ESE services. If services are needed, they need to be provided as soon as possible during the school year. If not, then a change in classroom interventions needs to occur. The type of instructional strategies used with the student likely needs to be adjusted, the amount of time for individualized instruction needs to increase, and more targeted interventions need to occur.

Small group, differentiated instruction will be critical for all students who have not demonstrated adequate growth during the 2015-16 school year.

CCE is a school wide positive behavior system (PBS) to deal with student behavior. The teachers focus on the positive behaviors demonstrated by the students. This program has a positive effect on the school climate. Students that may have issues with behavior are put on Individual Behavior Plans to focus on the social skill that is keeping that student from being successful.

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?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

CCE is not a Title 1 school and does not create a PIP. Cleveland Court Elementary enjoys a wonderfully positive relationship with its PTO. This organization provides outstanding volunteers who give on-going support to our school. The financial support provides enrichment opportunities for our students to enrich our curriculum. This includes field trips, guest speakers, instructional materials, S.T.E.M equipment, materials for our media center and so much more.

Our PTO helps the school disseminate information through the use of an electronic announcement system which we have titled PTO BLAST. Weekly messages are sent to parents who provide their personal email addresses in order to receive regular updates. Over 75% of our families have elected to receive these email messages with the number growing annually.

Our School Advisory Council assists the school in decision making efforts to improve our school. The SAC determines school improvement priorities, publicizes the SIP, monitors progress of the SIP, evaluates the SIP, and assists in decision making processes and approval of expenditures including District Lottery Funds, School Recognition Funds (if awarded), and the general school budget. The funds approved by the SAC are used to support the objectives and strategies outlined in the School Improvement Plan. The council also approves funding that supports the general operation of the school. The council is kept abreast of information that will have a direct impact on the school community.

Communication with parents about their child's progress is extremely important. During the middle of

the nine weeks grading period the teachers will send home an interim report. At the end of every nine weeks, the teachers send home a report card. The teachers also use student agendas, weekly Tuesday Folder envelopes, email and phone conferences to keep parents abreast of their child's progress during the nine weeks grading period.

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 Principal maintains a good working relationship with the PTO, SAC, business partners, and community support groups. We are fortunate to have a strong partnership with our local Kiwanis Club which is extremely active in supporting our school through their "Stuff the Bus" program, a nine week rewards program for students who make the honor roll, and regular contributions to our Media Center for the purchase of books.
We also have been the beneficiary of a local church within two blocks of our school that provides clothing for our clinic and the Needlework Guild which also provides clothing. Other organizations support our STEM Accelerated Academy with technology and science items.

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
Lunn, Dan	Principal
Burgess, Kelly	Assistant Principal
Hoskinson, Kathryn	Teacher, K-12
Groff, Ken	Teacher, K-12
Pleima, Renae	Teacher, K-12
Foley, Amy	Teacher, K-12
Jacques-Ousley, Emily	Teacher, K-12
Gainer, Linda	Guidance Counselor

Duties

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

CCE has a Principal and an Assistant Principal as the Leaders of the school. In addition to these two individuals, select members of the instructional staff will serve on the School Leadership Team. These members include teachers who participated in Summer Leadership Training specific to subject area content. They will participate in additional Leadership Training throughout the school year. Another member of the team is taking a major leadership role in the school accreditation process. She will be an integral part of our Leadership Team this school year. When decisions will impact the entire school community, the Leadership Team is included in decision making in order to provide input. The team is also included in reviewing data for the school and making recommendations regarding professional development needs. These teachers help serve as the voice for those instructional members they represent; thus, providing the administration with a solid idea of the overall thoughts of the instructional staff.

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 instructional materials inventory is maintained by our Assistant Principal. The media inventory is maintained by our Media Specialist, the instructional technology inventory is maintained by our Network Manager, and the property inventory is maintained by the Principal. Each inventory is maintained electronically. Our instructional materials are purchased by the district. Our instructional materials budget is controlled by our district. We are unable to purchase materials locally as our budget for instructional materials has been rolled back to the district and is now controlled at that level. We have no funds available to make purchases at the school level. Instructional materials, technology, and property are now ordered and purchased for our school at the district level. There are limited funds at the school level for the Leadership Team to make decisions about spending. The district regional coaches as well as school-based instructional staff are utilized to provide professional development for the teachers.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Dan Lunn	Principal
Kelly Burgess	Teacher
Steve Uiterwyk	Business/Community
Emily Jacques-Ousley	Teacher
Ana Temple	Parent
Liz Norsworthy	Parent
Samantha Williams	Parent
Luis Tarango	Parent
Amanda Camp	Parent
Ron Brunk	Parent
Gloria Player	Parent
Ana Taft	Parent

Duties

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

Evaluation of last year's school improvement plan

The SAC reviewed the plan throughout the school year and was kept abreast of progress in achieving the goals as the year progressed. As professional development was completed the SAC was advised. The committee was also made aware of progress monitoring of student achievement.
The SAC was able to see the progress we were making as we moved through the year and questions were answered regarding future assessments.

Development of this school improvement plan

The SAC was made aware of surveys that were given to the staff at the conclusion of the 2013-14 school year asking them what professional development the teachers felt would be most beneficial to them in the coming school year. They knew that we would likely include PD about differentiated instruction based upon the feedback we had received from the instructional staff.
Our 2015-16 plan has been written completely around the idea of differentiated instruction.

Preparation of the school's annual budget and plan

We virtually have no budget this school year. Our district has elected to house all instructional funding at the district level. There is no school based funding for instructional materials or professional development at our school. We are not Title I nor are we a magnet school; therefore, we have no additional funds to spend. We will use a minimal amount of funding from lottery dollars to purchase some materials for an additional book study which is planned for this school year to keep new staff abreast of past training.

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

Due to the lack of funding, all professional development was provided "in-house" through our PLC's. We ulitized tools available through our district PD360 which was provided at no cost to the school.
The Principal and Assistant Principal also provided training by sharing information that had been provided at Principal, Assistant Principal, and Reading Coach (A.P.) attended meetings.
As information was shared at these meetings, the Principal and A.P. shared the information with the staff to keep them abreast of the latest information being implemented within the district.
As weak areas appeared from observations, the Principal also created P.D. to share with teachers what should be occurring within the classroom as "best practices" in order to improve instruction.

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
Lunn, Dan	Principal
Hoskinson, Kathryn	Teacher, K-12
Burgess, Kelly	Assistant Principal
Blackwell, Jennifer	Teacher, K-12
Greenhow, Debra	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

The LLT will assist the administrative team in supporting the goals and strategies within the SIP. The additional members of the team include an intermediate teacher who is currently working on her Doctorate Degree in Reading. Her heavy research-based studies will serve as a vehicle to provide support to the instructional staff as they seek additional strategies to differentiate instruction and help their students meet the more rigorous expectations of the new Florida Standards. The primary teacher representative has significant experience teaching children within the primary grades and has

attended the Summer Core Conferences with our administrative staff. She has been successful showing growth with her students. Our Media Specialist will also serve as a member of this team. She assists our instructional staff by purchasing additional instructional materials to support their efforts within the classroom. Each member of the Leadership Team will work to provide support for the initiatives of our SIP and will provide feedback to the administrative team as appropriate.

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 hold weekly/bi-weekly PLC (Professional Learning Community) team meetings. These team meetings are specifically designed for the purpose of collaborative planning and utilizing individual strengths to meet the needs of students. Teachers learn from one another by sharing ideas and expertise. This collaborative team serves as a vehicle to build "community". It does in fact take a village to raise a child.
Our STEM Accelerated Academy also meets in "lesson study" as a vertical team. This team seeks to review curriculum and find answers to why students may struggle with specific aspects of the curriculum when moving from one grade level to the next.

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

The Principal is adamant about selecting only the most qualified teachers for each grade team. He diligently seeks those instructional staff members who will "fit" best with the other members of the team. The dynamics of a team are critical to the success of the team. When the team works well together, they can accomplish far more than when they work in isolation.
With an extremely low turnover rate among staff, generally due only to retirement or physical moves; Cleveland Court is blessed to have a highly stable and dedicated group of instructional staff members. Our staff is much like a family. A family that cares about one another. When one member of the family hurts, we all hurt. When one celebrates, we all celebrate.

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

Our teachers are not hesitant about mentoring new staff members. They are welcoming and encouraging, always willing to share. When first year teachers arrive on campus, they are assigned a mentor teacher to provide support and encouragement throughout the school year.
Our grade teams also support teachers new to their grade levels. Each member of the team provides support to teachers who are new to their grade level. The Principal and Assistant Principal give on-going instructional support to any teacher who is new to our campus. Routine walk-through, informal, and formal observations occur with feedback provided. The Principal maintains an open door policy and makes certain that all new members of our team knows this fact when they are hired as members of the CCE Family.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

The standards drive instruction in each of our classrooms. The instructional materials that have been purchased by our district were purchased with the standards in mind. Any additional resources that are used are selected specifically to support the standards.

Our teachers recognize that the standards drive the instruction. Books are simply the resources that help teachers support instruction of the standards and allow the students to practice what has been taught.

While the core instructional programs should address the needs of the majority of the students, we also realize that there are students who need more support to remediate deficient areas and there are those who need acceleration. Differentiated instruction is vital in meeting the needs of all students.

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 use of data to drive instruction is a critical component for the school. Teachers use progress monitoring tools to determine areas of needs. The teacher analyzes the data to determine the strengths and weaknesses of each student. The teacher will find resources and develop instruction based upon those needs. Teachers divide students into small groups to give in-depth instruction on the skills and/or standards that need to be addressed. Teachers utilize manipulatives, graphic organizers and peer instruction. Students that are having difficulty meeting the standards are often given more specific feedback and fewer directions at one time. The teachers also check for understanding at key points during their instruction.

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

Strategy: After School Program

Minutes added to school year: 480

The after school program offered at CCE focuses on the third, fourth and fifth grade students that are having difficulty meeting the standards in reading. The teachers focus on the deficits in comprehension, vocabulary and phonics (word attack skills). The teachers use graphic organizers, explicit instruction of the standards and word sorts when working with the students. The program lasts for one hour after school twice a week. The students are selected based on both formal and informal observations and progress monitoring data.

Strategy Rationale

After analyzing the data, it has been determined that the third, fourth and fifth grade students are the ones with the largest gaps in reading. These students are struggling with comprehension, vocabulary and phonics (word attack skills). The program was then designed to improve these areas.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Burgess, Kelly, kelly.burgess@polk-fl.net

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

The data that is used to determine the effectiveness includes continued progress monitoring assessments, state and school level assessments.
The ability to continue offering this program for the 2015-16 school year will depend upon the availability of district funding.

| **Strategy:** Summer Program |
| **Minutes added to school year:** 12,600 |

Students that have not met promotion criteria for third grade, participate in a summer school program that is coordinated by the district. Students in kindergarten through second grade that have met promotion criteria and still have gaps in reading also participate in this summer program. The program focuses on five components of reading. The students attend the program for 7 hours a day.

Strategy Rationale

Third grade students that score a level one on the FCAT 2.0 are mandated by the state to be retained. The summer school program remediates the students and then an alternative assessment is given at the end of the six weeks. Depending on the scores, the student may be eligible to be promoted to the next grade level.
The county has analyzed the county wide data from various progress monitoring tools and determined that some students that are promoted need assistance with bridging the gap between grade levels. The program was designed to bridge these gaps.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Burgess, Kelly, kelly.burgess@polk-fl.net

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

The district will analyze the data to determine the effectiveness. The students were given pre and posttests in kindergarten through second grade. The district will review the SAT/10 date for third graders.

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

CCE provides transition from Elementary to Middle School for each of our students regardless of the school they are moving to within our school district. Our major feeder pattern middle school allows all of our students the opportunity to visit their school for tours. During the tours they provide information about the school and answer questions for our students. They also give them information packets that include elective options.
Other middle schools, such as magnet schools provide "mentoring" days for students who are accepted into their programs. When students will be attending regular middle schools other than our major feeder pattern middle school, the schools provide information about their programs for the students who will be attending as well.
CCE does not have a Pre-K unit that transitions to Kindergarten. The Kindergarten teachers complete observations and checklists to determine the needs of the students in order to provide the best level of support for the incoming students.

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

Though we are an elementary school, we do offer career awareness opportunities for our students throughout our K-5 program. In fifth grade, a shadowing opportunity is provided for our students during the school year.

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.

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:

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.   Differentiated, rigorous Standards based Core Instruction will be provided in all classrooms and all students will be actively engaged in learning. TARGET: Cleveland Court Elementary's annual change in 4th and 5th grade proficiency will place it in the 75th percentile

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. Differentiated, rigorous Standards based Core Instruction will be provided in all classrooms and all students will be actively engaged in learning. TARGET: Cleveland Court Elementary's annual change in 4th and 5th grade proficiency will place it in the 75th percentile 1a

🔍 G074513

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	
AMO Reading - All Students	
FCAT 2.0 Science Proficiency	57.0

Resources Available to Support the Goal 2

- on-going assessments
- Think Central Assessments
- FAIR-FS
- STAR Assessment
- BEAR Inventory
- School Psychologist
- Technology
- PTO Financial Support
- peers
- CPALMS
- volunteers
- business partners
- Regional Coaches

Targeted Barriers to Achieving the Goal 3

- planning/pacing
- students lack knowledge of how to use "text evidence" to support writing

Plan to Monitor Progress Toward G1. 8

FAIR-FS and other District Benchmark Assessments

Person Responsible
Kelly Burgess

Schedule
Quarterly, from 8/17/2015 to 6/3/2016

Evidence of Completion
The targets vary by assessment. Each student will be expected to meet specific growth targets by increasing their percentile rank. FAIR, BEAR and STAR data will be tracked on the data wall to ensure fidelity of instruction. Data chats will be held with teachers after each administration to adjust grouping of students for classroom needs.

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. Differentiated, rigorous Standards based Core Instruction will be provided in all classrooms and all students will be actively engaged in learning. TARGET: Cleveland Court Elementary's annual change in 4th and 5th grade proficiency will place it in the 75th percentile [1]

G074513

G1.B4 planning/pacing [2]

B194606

G1.B4.S1 Given a set of student data, teacher teams will divide students into groups based on need. In teams, brainstorm appropriate standards-based content to be taught during a lesson and consider how differentiation could be provided. Through collaborative planning, determine the depth and rigor of content required for mastery of the standards to be covered as outlined in the curriculum maps [4]

S206154

Strategy Rationale

To begin PLC discussions around student data for the purpose of collaboratively planning instruction to more effectively meet the learning needs of students. By doing so, teachers will become more comfortable making curricular decisions based upon the data and the expectations of the Florida Standards.

Action Step 1 [5]

Professional Development provided by regional reading, math, and science coaches that will focus on how to plan instruction that is rigorous and provides activities that are at the appropriate cognitive complexity level associated with the Florida State Standards. Teachers will work in PLC's to analyze the standards and student data to create lesson plans that address the varying student needs in their classroom. This will include appropriate and effective use of 5E Math and Science Lessons as well as ELA Gradual Release lessons.

Person Responsible

Kelly Burgess

Schedule

Every 2 Months, from 8/17/2015 to 6/3/2016

Evidence of Completion

Sign in sheets by participants, ticket out the door. Lesson plans that indicate understanding of implementation in the classroom setting (application).

Action Step 2 5

Differentiation in classrooms will be implemented using data from district and school-based assessments.

Person Responsible

Dan Lunn

Schedule

On 6/3/2016

Evidence of Completion

Teachers will provide evidence of grouping based upon data from BEAR Inventory, STAR, FAIR, and monitoring of Accelerated Reader for Reading. In mathematics, teachers will check for grade appropriate math facts mastery, administer the Go Math school-based assessment (BOY and EOY), and math module assessments to monitor mastery of math standards. Grouping for III instruction will be provided for those students needing additional support and instruction. A school-based data form will be utilized to monitor data collection.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Administrators will observe lessons and small group instruction and provide feedback. Determine if P.D. is meeting a professional need for planning/pacing for teachers as it relates to Differentiated Instruction through feedback. (questions and surveys)

Person Responsible

Dan Lunn

Schedule

Monthly, from 10/6/2014 to 6/1/2015

Evidence of Completion

Maintain sign in sheets by participants as documentation of meetings and trainings. Lesson plans that indicate understanding of implementation in the classroom setting (application). Use Journey to document observations of teachers.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

Administration will observe lessons and small group instruction and provide feedback to teachers.

Person Responsible

Kelly Burgess

Schedule

On 6/1/2015

Evidence of Completion

Walk-through observations, informal observations, and formal observations indicating differentiation is occurring in the classroom environment (EPC 2E) resulting in student growth.

G1.B8 students lack knowledge of how to use "text evidence" to support writing 2

🔑 B194610

G1.B8.S1 Teachers will use various resources including Reading Wonders, analytical writing frames and Six Traits of Writing to design lessons based on the Florida Standards. The teachers will be trained using various resources that will include the district Reading Coach, District-Trained Lead Teacher, Reading Wonders professional development videos and administration. Students in grades 2-5 will be taught to utilize "prompt frames" in order to learn how to find text evidence to include in their writing. Students will use from two to three different texts with each prompt assigned by the teacher. During the reading assignment, students will respond to the prompt using the text evidence they have gathered throughout the week. Teachers will collaborate during Professional Learning Communities (PLC) to review student responses to the writing frames. They will also select samples of the writing to be submitted to the Leadership Team for review. 4

🔑 S206155

Strategy Rationale

Based on the Fourth Grade FCAT Writing Assessment, there are only 46% of the students scoring at or above proficiency. The students need a stronger foundation in writing before their 4th grade year.

Action Step 1 5

Teachers continue the use of best practices learned through Analytical Writing training provided last school year. Teachers in grades 2-5 will also incorporate the use of "prompt frames" to teach students to collect text evidence as they read multiple texts.

Person Responsible

Dan Lunn

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

The use of weekly "prompt frames" in grades 2-5 with student writing samples that show the use of text evidence with the "prompt frames" attached. These samples will be reviewed by the Leadership Team as well as during Collaborative Planning with grade levels.

Plan to Monitor Fidelity of Implementation of G1.B8.S1 `6`

The professional development activities will be monitored for progress and completion. Administration will observe lessons and provide feedback. Review of writing samples during collaborative planning sessions and by Leadership Team.

Person Responsible

Kelly Burgess

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Sign-in sheets, lesson plans, and PLC notes will be collected. Journey will be utilized to maintain documentation of observations. Prompt writing and rubric scoring.

Plan to Monitor Effectiveness of Implementation of G1.B8.S1 `7`

The teachers will conduct monthly writing assessments to monitor the progress of the students. The Literacy Team will review and score the writing tests. The team will then report to the administration the progress and the next steps that need to be taken.

Person Responsible

Kelly Burgess

Schedule

Monthly, from 8/19/2014 to 5/29/2015

Evidence of Completion

student data on monthly assessments.

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.B4.S1.A1	Professional Development provided by regional reading, math, and science coaches that will focus on how to plan instruction that is rigorous and provides activities that are at the appropriate cognitive complexity level associated with the Florida State Standards. Teachers will work in PLC's to analyze the standards and student data to create lesson plans that address the varying student needs in	Burgess, Kelly	8/17/2015	Sign in sheets by participants, ticket out the door. Lesson plans that indicate understanding of implementation in the classroom setting (application).	6/3/2016 every-2-months

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	their classroom. This will include appropriate and effective use of 5E Math and Science Lessons as well as ELA Gradual Release lessons.				
G1.B8.S1.A1	Teachers continue the use of best practices learned through Analytical Writing training provided last school year. Teachers in grades 2-5 will also incorporate the use of "prompt frames" to teach students to collect text evidence as they read multiple texts.	Lunn, Dan	8/24/2015	The use of weekly "prompt frames" in grades 2-5 with student writing samples that show the use of text evidence with the "prompt frames" attached. These samples will be reviewed by the Leadership Team as well as during Collaborative Planning with grade levels.	6/3/2016 weekly
G1.B4.S1.A2	Differentiation in classrooms will be implemented using data from district and school-based assessments.	Lunn, Dan	8/17/2015	Teachers will provide evidence of grouping based upon data from BEAR Inventory, STAR, FAIR, and monitoring of Accelerated Reader for Reading. In mathematics, teachers will check for grade appropriate math facts mastery, administer the Go Math school-based assessment (BOY and EOY), and math module assessments to monitor mastery of math standards. Grouping for III instruction will be provided for those students needing additional support and instruction. A school-based data form will be utilized to monitor data collection.	6/3/2016 one-time
G1.MA1	FAIR-FS and other District Benchmark Assessments	Burgess, Kelly	8/17/2015	The targets vary by assessment. Each student will be expected to meet specific growth targets by increasing their percentile rank. FAIR, BEAR and STAR data will be tracked on the data wall to ensure fidelity of instruction. Data chats will be held with teachers after each administration to adjust grouping of students for classroom needs.	6/3/2016 quarterly
G1.B4.S1.MA1	Administration will observe lessons and small group instruction and provide feedback to teachers.	Burgess, Kelly	8/25/2014	Walk-through observations, informal observations, and formal observations indicating differentiation is occurring in the classroom environment (EPC 2E) resulting in student growth.	6/1/2015 one-time
G1.B4.S1.MA1	Administrators will observe lessons and small group instruction and provide feedback. Determine if P.D. is meeting a professional need for planning/pacing for teachers as it relates to Differentiated Instruction through feedback. (questions and surveys)	Lunn, Dan	10/6/2014	Maintain sign in sheets by participants as documentation of meetings and trainings. Lesson plans that indicate understanding of implementation in the classroom setting (application). Use Journey to document observations of teachers.	6/1/2015 monthly
G1.B8.S1.MA1	The teachers will conduct monthly writing assessments to monitor the progress of the students. The Literacy Team will review and score the writing tests. The team will then report to the administration the progress and the next steps that need to be taken.	Burgess, Kelly	8/19/2014	student data on monthly assessments.	5/29/2015 monthly
G1.B8.S1.MA1	The professional development activities will be monitored for progress and completion. Administration will observe lessons and provide feedback. Review of writing samples during collaborative planning sessions and by Leadership Team.	Burgess, Kelly	8/24/2015	Sign-in sheets, lesson plans, and PLC notes will be collected. Journey will be utilized to maintain documentation of observations. Prompt writing and rubric scoring.	6/3/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Polk - 0081 - Cleveland Court Elem. School - 2015-16 SIP

Cleveland Court Elementary School

Professional Development Opportunities

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

G1. Differentiated, rigorous Standards based Core Instruction will be provided in all classrooms and all students will be actively engaged in learning. TARGET: Cleveland Court Elementary's annual change in 4th and 5th grade proficiency will place it in the 75th percentile

G1.B4 planning/pacing

G1.B4.S1 Given a set of student data, teacher teams will divide students into groups based on need. In teams, brainstorm appropriate standards-based content to be taught during a lesson and consider how differentiation could be provided. Through collaborative planning, determine the depth and rigor of content required for mastery of the standards to be covered as outlined in the curriculum maps

PD Opportunity 1

Professional Development provided by regional reading, math, and science coaches that will focus on how to plan instruction that is rigorous and provides activities that are at the appropriate cognitive complexity level associated with the Florida State Standards. Teachers will work in PLC's to analyze the standards and student data to create lesson plans that address the varying student needs in their classroom. This will include appropriate and effective use of 5E Math and Science Lessons as well as ELA Gradual Release lessons.

Facilitator

Principal/Assistant Principal/ Regional Reading Coach/ Regional Math Coach/ Regional Science Coach

Participants

Teachers

Schedule

Every 2 Months, from 8/17/2015 to 6/3/2016

G1.B8 students lack knowledge of how to use "text evidence" to support writing

G1.B8.S1 Teachers will use various resources including Reading Wonders, analytical writing frames and Six Traits of Writing to design lessons based on the Florida Standards. The teachers will be trained using various resources that will include the district Reading Coach, District-Trained Lead Teacher, Reading Wonders professional development videos and administration. Students in grades 2-5 will be taught to utilize "prompt frames" in order to learn how to find text evidence to include in their writing. Students will use from two to three different texts with each prompt assigned by the teacher. During the reading assignment, students will respond to the prompt using the text evidence they have gathered throughout the week. Teachers will collaborate during Professional Learning Communities (PLC) to review student responses to the writing frames. They will also select samples of the writing to be submitted to the Leadership Team for review.

PD Opportunity 1

Teachers continue the use of best practices learned through Analytical Writing training provided last school year. Teachers in grades 2-5 will also incorporate the use of "prompt frames" to teach students to collect text evidence as they read multiple texts.

Facilitator

Ruth Teets, Reading Coach and Kelly Burgess, AP, Dan Lunn, Principal

Participants

All teachers

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B4.S1.A1	Professional Development provided by regional reading, math, and science coaches that will focus on how to plan instruction that is rigorous and provides activities that are at the appropriate cognitive complexity level associated with the Florida State Standards. Teachers will work in PLC's to analyze the standards and student data to create lesson plans that address the varying student needs in their classroom. This will include appropriate and effective use of 5E Math and Science Lessons as well as ELA Gradual Release lessons.				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide			$0.00
			Notes: No funding necessary. PD 360 is a functioning resource provided to all schools by the district			
2	G1.B4.S1.A2	**Differentiation in classrooms will be implemented using data from district and school-based assessments.**				$0.00
3	G1.B8.S1.A1	**Teachers continue the use of best practices learned through Analytical Writing training provided last school year. Teachers in grades 2-5 will also incorporate the use of "prompt frames" to teach students to collect text evidence as they read multiple texts.**				$0.00
					Total:	$0.00