

# Country Oaks Elementary School



# 2016-17 Schoolwide Improvement Plan

## Country Oaks Elementary School

2052 NW EUCALYPTUS BLVD, Labelle, FL 33935

[http://hendry-schools.org/education/school/school.php?sectionid=9&sc\\_id=1171294728](http://hendry-schools.org/education/school/school.php?sectionid=9&sc_id=1171294728)

### School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	84%

### School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	C	C

*\*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 Hendry County School Board on 10/11/2016.

### 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 a monitoring status of "Former F" (see page 4). 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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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>6</b>
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	8
Public and Collaborative Teaching	11
Ambitious Instruction and Learning	12
<b>8-Step Planning and Problem Solving Implementation</b>	<b>15</b>
Goals Summary	15
Goals Detail	15
Action Plan for Improvement	18
<b>Appendix 1: Implementation Timeline</b>	<b>25</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>26</b>
Professional Development Opportunities	26
Technical Assistance Items	28
<b>Appendix 3: Budget to Support Goals</b>	<b>28</b>

## 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Country Oaks Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

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

##### b. Provide the school's vision statement.

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

#### 2. School Environment

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

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

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

With implementation of the PBS program, students will have consistent and positive behavior supports throughout the school. We have secured the campus by keeping all doors locked throughout the day. Gates are locked once the school day begins, and school personnel are stationed at specific locations throughout the campus as students arrive and leave the campus. The school implements the Speak Up Be Safe curriculum to educate students about abuse and bullying. Strategies are provided to students should they encounter or experience issues with either. The counselor provides bully prevention materials/resources to classroom teachers. There is an SRO on campus everyday that is available to assist students and parents when needed. The counselor has an open door policy and is available to counsel students and parents throughout the year. Administration welcomes students and parents with an open door policy, as well.

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

The PBS program will be implemented school-wide. Teachers are trained in the purpose and procedures of PBS. Behavioral expectations are posted throughout the campus. Teachers have some autonomy within their classrooms to create a positive caring environment. Teachers adhere to the student code of conduct book set by district guidelines. For a first offense- teachers will give the student a warning. For a second offense- teachers will contact the parents of students who become a disruption to the learning process. For a third offense- teachers will send the student to the office with a written referral. The referral notes interventions/strategies previously implemented by the teacher for students with recurring behavior issues. Parents will be contacted and, based on the incident, students may receive a time out in the office, restriction of extra-curricular privileges, or other disciplinary actions appropriate for the offense. If it is an egregious act, a referral will be sent to the office on the first offense with the student. The parents will be contacted and further disciplinary actions will be decided.

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

The counselor is available to counsel students that are having social-emotional difficulties. We assist parents by providing information about local mental health facilities within the community as well as act as a liaison to set up outside therapy services if needed. The counselor also works with district-contracted psychologists and social workers to arrange therapy for students as well as family supports. Some teachers and other staff members act as mentors to support students. The Big Brother/ Big Sister organization also comes in to mentor students that need extra support and encouragement. Teachers are encouraged to assist students in need, or find someone to help with any crisis that may arise.

### 3. Early Warning Systems

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

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

Students' attendance is monitored by teachers and the registrars. A phone call is sent automatically to parents of students when they are absent. Teachers will call home within 5 days of a student being absent, and a letter will be sent home if students do not return to school. Suspension is seen as a last resort for students, unless an egregious act is exhibited. The PBS program is used to recognize positive behavior with all students. We encourage teachers to reach out to parents in positive ways and develop lines of communication. Progress reports, along with conferences are held mid-semester to get more immediate help with students' academics prior to the report card going home. Teachers along with resource personnel will assist students with academics when a need arises. A student scoring a level 1 on FSA will be placed in an intervention group and be monitored for progress toward grade level expectation.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	15	21	10	20	19	10	0	0	0	0	0	0	0	95
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	10	8	15	5	9	9	0	0	0	0	0	0	0	56
Level 1 on statewide assessment	0	0	0	42	48	33	0	0	0	0	0	0	0	123



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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	2	2	2	9	18	10	0	0	0	0	0	0	0	43

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

Students identified will participate in small group instruction to address his/her specific academic need. This will be monitored through formative assessments, grades, iReady, and by the teacher. If the academic need does not improve then the MTSS process will be used to provide a more intense structure for students. Students exhibiting behavior concerns will be aided with the implementation of the PBS program. This program will help to support positive growth with behavior and academics. In house solutions will be implemented as needed to keep students from suspension. A mentor program has been initiated to provide additional positive support. Students exhibiting a low attendance rate will be contacted first by the teacher and followed up by a letter and/or call from the office, if attendance rates don't improve. TIPS services will be utilized if attendance continues to decline.

**B. Family and Community Engagement**

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

**1. 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. Â§ 6314(b)(1)(F).

**a. Will the school use its PIP to satisfy this question?**

Yes

**1. PIP Link**

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/310720>.

**2. Description**

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

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

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

**C. Effective Leadership**

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



## 1. School Leadership Team

### a. Membership

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

Name	Title
Jones, Robin	Principal
Howard, Amanda	Assistant Principal
Slater, Laura	School Counselor
McKinley, Carrie	Instructional Coach
Purvis, Deidre	Instructional Coach

### b. Duties

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

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

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

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

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

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

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

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Amanda Howard	Education Support Employee
Robin Jones	Principal
Deidre Purvis	Teacher

## **b. Duties**

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

#### **a. Evaluation of last year's school improvement plan**

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

#### **b. Development of this school improvement plan**

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

#### **c. Preparation of the school's annual budget and plan**

The annual budget items are presented to the committee and a vote is taken before proceeding. Teachers and other staff members are welcome to present suggested items or professional development opportunities that can be purchased with SAC funds that can benefit School Improvement goals. . Last year's purchases are reviewed, and the committee gathers information to decide if those items need to be purchased again. The primary goal of SAC funds is to make sure that purchases are beneficial for all students.

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

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

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

Yes

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

## **3. Literacy Leadership Team (LLT)**

### **a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
McKinley, Carrie	Instructional Coach
Jones, Robin	Principal
Howard, Amanda	Assistant Principal
Purvis, Deidre	Administrative Support

#### **b. Duties**

##### **1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

The LLT promotes the following activities throughout the year:

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

#### **D. Public and Collaborative Teaching**

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

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

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

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

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

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

The district's mentoring program is designed to introduce new teachers to the culture of the area, review rules and regulations within the district, and provide support when needed. Each new teacher is assigned a mentor that is familiar with the area of instruction to which they have been assigned. They

meet regularly to provide support to the new teacher. Throughout the year new teachers meet with the school based induction team member and administration. This mentoring relationship can be extended into the next school year, if necessary.

## **E. Ambitious Instruction and Learning**

### **1. Instructional Programs and Strategies**

#### **a. Instructional Programs**

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

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

#### **b. Instructional Strategies**

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

Data collected from Performance Matters, iReady diagnostic, iReady Standards Mastery, weekly standards-based formative assessments, STAR, and Discovery Education are used to evaluate student progress. Students in the bottom quartile are provided supplemental resources through small group instruction that supports the standards based curriculum. MTSS is implemented to monitor students' progress when they begin to struggle with grade level curriculum. Small groups are created based on specific standard weaknesses. The district curriculum maps and pacing guides provide a framework to guide and pace instruction. The Plan Do Check Act model, which is part of the Florida Continuous Improvement Model, is used to assess students' progress. Historical data is reviewed from the mentioned assessments to identify trends and further differentiated instruction.

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

**Strategy: After School Program**

**Minutes added to school year: 2,520**

Country Oaks Elementary After School Program invites ELL students to attend the after school program. The curriculum will consist of writing and language acquisition activities to support the standards. A literature based program will give students practice with language development through writing and oral language experiences.

**Strategy Rationale**

Our ELL and Migrant population has little support at home to assist with English curriculum and help with acquiring fluency with writing and gaining proficiency with spoken and written English.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Jones, Robin, jonesr@hendry-schools.net

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

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

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

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

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

COE kindergarten teachers hosted a Pre-K Night in the spring for parents and pre-school age students to come to school and participate in literacy activities and make activities to take home and continue working on throughout the year to help prepare for entering kindergarten. They were given materials to support home instruction. Teachers at the local RCMA Centers are invited to bring their students to Country Oaks Elementary School in the spring, and our Kindergarten teachers visit the local RCMA's to share expectations with parents and help to complete the appropriate paperwork to enroll students. During the visit the pre-school students are taken on a tour of the school. They visit the kindergarten classrooms and art, music, P.E., the library, where they see classroom routines. They also visit the playground and interact with the kindergarten students. In the lunchroom, they sit and enjoy a school lunch with their peers. Students are given a registration packet to take to their parents to complete and return to COE. Any questions the students or adults have are discussed. COE now has 2 VPK classes with 20 students, to prepare for kindergarten. These students will participate in many COE events and also be introduced to kindergarten teachers and classes for special occasions. Fifth grade students visit the middle school in the spring, meet the teachers, visit various areas of the school and learn about the expectations in 6th grade. Students are encouraged to participate and ask questions. The counselors from the middle school came to visit the 5th grade students to share expectations.

**b. College and Career Readiness**

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

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

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

**4. 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.**

## II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. 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:

*No files were uploaded*

#### 2. Problem Identification Summary

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

In the areas of reading and math, students are not achieving proficiency at the rate required by the Florida standards. Proficiency rates on FSA in 3rd grade decreased from 52% to 48%, 4th grade 47% to 40%, 5th grade increased from 37% to 48%. Overall ELA proficiency remained at 45%. Math proficiency in 3rd grade decreased from 60% to 53%, 4th 63% to 48%, 5th increased from 53% to 62%. Overall Math proficiency decreased from 59% to 54%. Science scores on FSA increased from 31% to 50% in 5th grade.

As we look at the same group of students and compare scores from the prior year all scores showed a decrease except for the students moving from 4th to 5th grade in ELA. In 4th grade they scored 47% proficiency and increased to 48% proficiency on the 5th grade FSA.

### B. Problem Analysis Summary

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

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

### C. Strategic Goals



## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If ELL students engage in regular writing and oral language development activities in the classroom appropriate ELL strategies are implemented based on individual need, then the identified number of students exiting ELL will increase by 5%.
- G2.** Students provided with standards-based instruction will increase academic achievement of students in math and ELA by 6%.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.*



**G1.** If ELL students engage in regular writing and oral language development activities in the classroom appropriate ELL strategies are implemented based on individual need, then the identified number of students exiting ELL will increase by 5%. 1a

G083906

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	11.0

**Targeted Barriers to Achieving the Goal** 3

- It is difficult to provide adequate time to develop language and writing skills with our ELL population.
- Teachers need a deeper understanding of the language acquisition process. It takes times for new teachers to acquire their ESOL endorsement, and experienced teachers need access to the latest research to help students develop skills with the English language.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

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

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

STAR or iReady

**Person Responsible**

Robin Jones

**Schedule**

Every 2 Months, from 10/11/2016 to 5/16/2017

**Evidence of Completion**

Classroom reports, charts and data

**G2.** Students provided with standards-based instruction will increase academic achievement of students in math and ELA by 6%. 1a

 G083907

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	51.0
FSA Mathematics Achievement	60.0

**Targeted Barriers to Achieving the Goal** 3

- Students aren't prepared with the background and foundation needed to master the FSSs
- Correct resources to support the FSSs are needed for instruction and progress monitoring.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Teachers, iReady, STAR, Resource teachers, and district professionals, in-house experts

**Plan to Monitor Progress Toward G2.** 8

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

**Person Responsible**

Robin Jones

**Schedule**

Every 3 Weeks, from 9/12/2016 to 5/25/2017

**Evidence of Completion**

Increased proficiency levels on formative assessments and iReady standards mastery assessments

## Action Plan for Improvement

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

### Problem Solving Key

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

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** If ELL students engage in regular writing and oral language development activities in the classroom appropriate ELL strategies are implemented based on individual need, then the identified number of students exiting ELL will increase by 5%. **1**

 G083906

**G1.B1** It is difficult to provide adequate time to develop language and writing skills with our ELL population.

**2**

 B222898

**G1.B1.S1** Provide an afterschool ELL program that specifically addresses the language development and writing. **4**

 S235184

### Strategy Rationale

Students develop language when they use language. Exposure to a literature rich environment that includes writing will develop a larger vocabulary and provide context to language.

### Action Step 1 **5**

ELL after school program will be available for students, along with increased attention to classroom strategies.

#### Person Responsible

Robin Jones

#### Schedule

Weekly, from 10/11/2016 to 5/24/2017

#### Evidence of Completion

Student report cards will be reviewed, along with other assessment data throughout the year.

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

Progress reports and report cards will be monitored

**Person Responsible**

Laura Slater

**Schedule**

Quarterly, from 11/15/2016 to 5/16/2017

***Evidence of Completion***

Lesson plans will be monitored to ensure that fidelity of the program is being implemented.

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

Monthly meetings will be implemented to review students' progress.

**Person Responsible**

Robin Jones

**Schedule**

Monthly, from 11/8/2016 to 5/16/2017

***Evidence of Completion***

Progress reports, lesson plans and report cards will be collected and reviewed

**G1.B2** Teachers need a deeper understanding of the language acquisition process. It takes times for new teachers to acquire their ESOL endorsement, and experienced teachers need access to the latest research to help students develop skills with the English language. **2**

 B222899

**G1.B2.S1** Provide in-house PD from teachers and district resource personnel that will give teachers a deeper understanding of the process. **4**

 S235185

### **Strategy Rationale**

If teachers can relate the information to current students they will be able to implement strategies right away.

### **Action Step 1 **5****

Evaluate the needs of teachers based on experience and student population, then execute a plan to provide support and instruction where needed.

#### **Person Responsible**

Laura Slater

#### **Schedule**

#### ***Evidence of Completion***

Student lists, teacher qualifications

### **Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6****

Meet to determine the progress of high need ELL students at progress report time

#### **Person Responsible**

Robin Jones

#### **Schedule**

Quarterly, from 10/18/2016 to 5/24/2017

#### ***Evidence of Completion***

Progress reports

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

Collect agendas from in-house PD

**Person Responsible**

Robin Jones

**Schedule**

Quarterly, from 10/18/2016 to 5/17/2017

**Evidence of Completion**

Changes in instruction will be evaluated during walk-throughs

**G2.** Students provided with standards-based instruction will increase academic achievement of students in math and ELA by 6%. 1

 G083907

**G2.B1** Students aren't prepared with the background and foundation needed to master the FSSs 2

 B222900

**G2.B1.S1** Students need practice and exposure to deep rigorous lessons to access the FSSs 4

 S235186

**Strategy Rationale**

With practice and experience with rich lesson content students will develop the skills necessary to master the FSSs

**Action Step 1** 5

Teachers will participate in PLC's and plan lessons that meet the rigor of the standards.

**Person Responsible**

Robin Jones

**Schedule**

Weekly, from 8/22/2016 to 5/25/2017

**Evidence of Completion**

Lesson plans and through observations

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

Lesson Plans will be monitored and PLC's meetings will be attended to assist with reflection aide in providing additional resources when needed.

**Person Responsible**

Robin Jones

**Schedule**

Biweekly, from 8/22/2016 to 5/25/2017

***Evidence of Completion***

Information shared in PLC's will be evidenced in lesson plans.

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

Student grades, formative assessments, and county assessments will be monitored

**Person Responsible**

Robin Jones

**Schedule**

Monthly, from 9/5/2016 to 5/25/2017

***Evidence of Completion***

Evidence will be seen in grades, formative assessments, and iReady progress



**G2.B2** Correct resources to support the FSSs are needed for instruction and progress monitoring. 2

 B222901

**G2.B2.S1** Provide ongoing conversations in PLCs, review of data, and lesson study to teachers on standards-based instruction 4

 S235187

### Strategy Rationale

Quality study of the standards and best practices for implementation will give teachers the skills to provide deep rigorous instruction.

### Action Step 1 5

Work to develop the conversations and structures in PLC's that promote reflective practices.

#### Person Responsible

Robin Jones

#### Schedule

Weekly, from 8/16/2016 to 5/25/2017

#### Evidence of Completion

Observation and documentation during PLC's and through walk -throughs

### Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Monitoring will be done through observation and data

#### Person Responsible

Robin Jones

#### Schedule

Biweekly, from 8/23/2016 to 5/25/2017

#### Evidence of Completion

Evidence will be collected through lesson plans and student data

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1** 7

The admin team will review data from students

**Person Responsible**

Robin Jones















**Schedule**

Monthly, from 8/23/2016 to 5/25/2017

***Evidence of Completion***

Student data will be collected from iReady, formative assessments, and other district assessments

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2017</b>					
G1.B2.S1.A1  A303149	Evaluate the needs of teachers based on experience and student population, then execute a plan to...	Slater, Laura	9/12/2016	Student lists, teacher qualifications	No End Date one-time
G1.MA1  M308035	STAR or iReady	Jones, Robin	10/11/2016	Classroom reports, charts and data	5/16/2017 every-2-months
G1.B1.S1.MA1  M308031	Monthly meetings will be implemented to review students' progress.	Jones, Robin	11/8/2016	Progress reports, lesson plans and report cards will be collected and reviewed	5/16/2017 monthly
G1.B1.S1.MA1  M308032	Progress reports and report cards will be monitored	Slater, Laura	11/15/2016	Lesson plans will be monitored to ensure that fidelity of the program is being implemented.	5/16/2017 quarterly
G1.B2.S1.MA1  M308033	Collect agendas from in-house PD	Jones, Robin	10/18/2016	Changes in instruction will be evaluated during walk-throughs	5/17/2017 quarterly
G1.B1.S1.A1  A303148	ELL after school program will be available for students, along with increased attention to...	Jones, Robin	10/11/2016	Student report cards will be reviewed, along with other assessment data throughout the year.	5/24/2017 weekly
G1.B2.S1.MA1  M308034	Meet to determine the progress of high need ELL students at progress report time	Jones, Robin	10/18/2016	Progress reports	5/24/2017 quarterly
G2.MA1  M308040	Classroom teachers will monitor all assessments and administrators will review data.	Jones, Robin	9/12/2016	Increased proficiency levels on formative assessments and iReady standards mastery assessments	5/25/2017 every-3-weeks
G2.B1.S1.MA1  M308036	Student grades, formative assessments, and county assessments will be monitored	Jones, Robin	9/5/2016	Evidence will be seen in grades, formative assessments, and iReady progress	5/25/2017 monthly
G2.B1.S1.MA1  M308037	Lesson Plans will be monitored and PLC's meetings will be attended to assist with reflection aide...	Jones, Robin	8/22/2016	Information shared in PLC's will be evidenced in lesson plans.	5/25/2017 biweekly
G2.B1.S1.A1  A303150	Teachers will participate in PLC's and plan lessons that meet the rigor of the standards.	Jones, Robin	8/22/2016	Lesson plans and through observations	5/25/2017 weekly
G2.B2.S1.MA1  M308038	The admin team will review data from students	Jones, Robin	8/23/2016	Student data will be collected from iReady, formative assessments, and other district assessments	5/25/2017 monthly
G2.B2.S1.MA1  M308039	Monitoring will be done through observation and data	Jones, Robin	8/23/2016	Evidence will be collected through lesson plans and student data	5/25/2017 biweekly
G2.B2.S1.A1  A303151	Work to develop the conversations and structures in PLC's that promote reflective practices.	Jones, Robin	8/16/2016	Observation and documentation during PLC's and through walk -throughs	5/25/2017 weekly

## V. Professional Development Opportunities

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

**G1.** If ELL students engage in regular writing and oral language development activities in the classroom appropriate ELL strategies are implemented based on individual need, then the identified number of students exiting ELL will increase by 5%.

**G1.B1** It is difficult to provide adequate time to develop language and writing skills with our ELL population.

**G1.B1.S1** Provide an afterschool ELL program that specifically addresses the language development and writing.

### PD Opportunity 1

ELL after school program will be available for students, along with increased attention to classroom strategies.

#### Facilitator

PD resources from the district title 1 office

#### Participants

All teachers

#### Schedule

Weekly, from 10/11/2016 to 5/24/2017

**G1.B2** Teachers need a deeper understanding of the language acquisition process. It takes times for new teachers to acquire their ESOL endorsement, and experienced teachers need access to the latest research to help students develop skills with the English language.

**G1.B2.S1** Provide in-house PD from teachers and district resource personnel that will give teachers a deeper understanding of the process.

### PD Opportunity 1

Evaluate the needs of teachers based on experience and student population, then execute a plan to provide support and instruction where needed.

#### Facilitator

in-house and district personnel

#### Participants

all teachers

#### Schedule

**G2.** Students provided with standards-based instruction will increase academic achievement of students in math and ELA by 6%.

**G2.B1** Students aren't prepared with the background and foundation needed to master the FSSs

**G2.B1.S1** Students need practice and exposure to deep rigorous lessons to access the FSSs

### **PD Opportunity 1**

Teachers will participate in PLC's and plan lessons that meet the rigor of the standards.

#### **Facilitator**

Onsite, and district

#### **Participants**

All teachers

#### **Schedule**

Weekly, from 8/22/2016 to 5/25/2017

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S1.A1	ELL after school program will be available for students, along with increased attention to classroom strategies.	\$0.00
2	G1.B2.S1.A1	Evaluate the needs of teachers based on experience and student population, then execute a plan to provide support and instruction where needed.	\$0.00
3	G2.B1.S1.A1	Teachers will participate in PLC's and plan lessons that meet the rigor of the standards.	\$0.00
4	G2.B2.S1.A1	Work to develop the conversations and structures in PLC's that promote reflective practices.	\$0.00
Total:			\$0.00