

Auburndale Central Elementary School



2016-17 Schoolwide Improvement Plan

Auburndale Central Elementary School

320 LEMON ST, Auburndale, FL 33823

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

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	58%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	D*	D	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 Polk County School Board on 9/14/2016.

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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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 Auburndale Central 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.

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

b. Provide the school's vision statement.

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

2. School Environment

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

Auburndale Central Elementary learns about student cultures through our "Passport to Heritage" event held during one of our family night events. Each grade level represents a different culture. Students and families are given passports to visit the different countries and experience the different cultures. We also introduce cultures through text in the language arts classrooms. Auburndale Central Elementary studies different cultures through music and art classes as well.

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

Auburndale Central Elementary's school staff will provide a safe, healthy, and supportive learning environment for all stakeholders. ACE strives to have a physical environment that is welcoming and conducive to learning, *fa* social environment that promotes communication and interaction with all stakeholders, *f*an affective environment that promotes a sense of belonging and self-esteem *f*and an academic environment that promotes learning and high expectations. Students are allowed to express their thoughts and ideas, build relationships, and practice collaboration during the instructional day. Teachers are required to display student work samples that include positive specific feedback allowing students to feel reassured about their academic abilities.

At ACE we have a 0 tolerance policy regarding bullying. We solicit the assistance of Denise Sepulveda, the district's school social worker-bullying prevention coordinator who provides quarterly student assemblies and parent meetings to discuss our non-bullying policy. Should a student feel the need to report bullying, a bullying box is placed in the front office for that purpose. The bully box is checked regularly by the assistant principal who then conference with the student. With consistency across the school in academic expectations and behavioral expectations children feel safe and respected throughout the school day.

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.

Auburndale Central Elementary implements the "CHAMPS" school wide and follows the Positive Behavior Support (PBS) System that focuses on increasing positive behavior so that we can focus on student achievement and learning. The PBS/CHAMPS system includes a variety of analysis and tracking forms to collect data necessary to identify effective ways of changing inappropriate behavior

(teacher managed) before it becomes an office discipline referral. The purpose is to modify behavior so that the focus can return to learning. Clear and consistent behavioral expectations are school-wide and all staff members are trained on the "CHAMPS" and the PBS system during the pre-planning week prior to the students return to school. Students are taught the steps to become CHAMPS and the school-wide behavioral expectations during the first week of school. Each classroom monitors behavior through a "clip system" that is described at orientation, open house, and through newsletters that are sent home and reviewed by each parent. Along with CHAMPS/PBS with have implemented "Caught Being Good." This reward system is immediate where students receive a coupon, go to the office and retrieve a reward from the treasure box. Students earning a "Caught Being Good" are recognized daily during the afternoon announcements. The PBS/CHAMPS Committee members meet monthly to review needs and accomplishments and make revisions to the plan accordingly.

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.

Auburndale Central Elementary (ACE) ensures the social-emotional needs of all students are being met by providing the following: counseling, mentoring, creating a safe atmosphere, meeting students individual needs, establishing a support network, and developing student character and academics.

The guidance counselor provides counseling to students when students need someone to talk to or they cannot cope in the classroom because of psychological needs, social needs and the lack of resources that effect the student academically. The counselor provides the students with coping skills to help them get through their academic day. Teachers and administration provide counseling also when time permits. Mental Health services are also available when needed through Winter Haven Behavioral Health.

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

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.

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

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	0	17	9	8	2	12	0	0	0	0	0	0	0	48
One or more suspensions	0	0	0	5	1	1	0	0	0	0	0	0	0	7
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	8	14	34	0	0	0	0	0	0	0	56

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	0	0	0	8	23	39	0	0	0	0	0	0	0	70

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

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

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

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

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/310527>.

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.

Auburndale Central builds and sustains partnerships with the local community by having 10 members of the City of Auburndale as Reading Pals to our kindergarten students. The school stays in close contact with the Auburndale City Manager and communicates needs of the school. Auburndale Central Elementary maintains several business partners that donate time to volunteer and assist with school-wide projects, as well as donate resources to the school. We sustain our partnerships through constant communication, thank you notes, and celebrations.

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
May, Octavia	Principal
Lott, Sandria	School Counselor
Scott, Sheila	Assistant Principal
Stoquert, Sara	Instructional Coach
Sparr, Kasie	Other
Wilson, Latoyia	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.

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

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

Sara Stoquert: Literacy Coach - Develops, leads, and evaluates school core content standards/

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

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

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

Kasie Sparr - Math Interventionist - Analyzes math data in order to identify students in need of extra support; use supplemental resources to increase achievement; meet daily with targeted students; meet with teachers to determine additional needs/improvements of 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.

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

Title I, Part A

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

Title I, Part C- Migrant

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

Title I, Part D

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

Title II

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

Title III

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

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

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

Violence Prevention Programs

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Octavia May	Principal
Sheila Scott	Principal
Peggy Shadrick	Business/Community
Lisa Carver	Parent
Jennifer Bishop	Parent
Sharon Davis	Education Support Employee
Sandria Lott	Teacher
Angie McVey	Parent
Amanda Joiner	Teacher
Connie Barfield	Teacher
Mary Weatherholtz	Parent
Carolyn Criswell	Parent
Bob Criswell	Parent
Norma Carrillo	Parent
Lisa Bamberg	Education Support Employee
Rosemary Zamora	Education Support Employee
Adam Mayfield	Business/Community
Julie Dean	Business/Community
Angelica Martinez	Parent
Latoyia Wilson	Education Support Employee
Jackie Schmitt	Business/Community
Gloria Wiley	Business/Community

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

b. Development of this school improvement plan

Initial SAC Committee for the '16-'17 school has not met as of this draft.

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

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

As the year progresses, the '16-'17 SAC committee will address budget and plans for the future.

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

Currently we do not have any funds allocated for projects.

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

No

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

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

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
May, Octavia	Principal
Scott, Sheila	Assistant Principal
Perez, Emelia	Teacher, K-12
Dawson, Beth	Instructional Coach
Gruebel, Jennifer	Teacher, K-12
Stoquert, Sara	Instructional Coach
Wilson, Latoyia	Instructional Coach

b. Duties

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

The major initiatives involve increasing student achievement by helping teachers have a thorough understanding of the curriculum to be taught. Therefore, the LLT members will attend trainings provided them by the district, then, meet with teachers to disseminate information, unpack the standards, analyze data, and improve the planning and instructional process in all content areas.

The District Literacy, Math, and Science Coaches meet with administration, teachers, and the LLT for planning, monitoring, and coaching in order to provide support to improve staff and student understanding..

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.

Teachers will have collaborative planning two days each week where they will focus on data driven instruction that correlates with the rigor of the Florida Standards.

Grade level meetings are held on non-collaborative meeting days to continue the planning preparation and process that ensures the implementation of instruction which meets the rigor of the standards.

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

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

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

Administration works closely with college campus job fairs and recruiting at universities. We also solicit the assistance of district personnel to hire highly qualified staff. We maintain and hire highly qualified interns.

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

New Teacher Mentor

Ms. Fogleson - Mrs. Lott (guidance counselor)

Ms. Matthews- Mrs. Wilson

Ms. Searing - Mrs. Stoquert

Mr. Peek - Mrs. Fennell

Ms. Parrish - Mrs. Greubel

Ms. Tyler - Mrs. Joiner

Mrs. Ryerson - Mrs. Stewart

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

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.

We ensure our core instruction and materials align with the Florida Standards by confirming the overlay of standards, item specifications (3rd -5th) and curriculum maps during the planning process. Teachers attend collaborative planning supporting ELA and Math two days a week, one with a literacy coach and one with a math coach. An administrator and or district level instructional coaches attend the planning sessions as well to ensure the alignment to standards. We note as to whether our core instructional activities meet the rigor and cognitive complexity of each standard as set forth in the Florida Standards during collaborative planning. The matching of the instructional materials to the standards is extremely important as resources are used to meet the rigor and complexity for mastery of the standards.

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 from school, district, and state assessments are used by teachers, coaches, and administration to determine small group and individual student needs for those not mastering the standards. In addition to the classroom teacher who is providing instruction in the small group/individual setting, administrators, instructional coaches and paraprofessionals are scheduled in all 3rd-5th classrooms daily to support small group instruction.

The Math Interventionist provides daily support within the classroom for the lowest 25% of students in grades 2nd-5th. The Literacy and Math Coaches provides assistance with professional development, analyzing data, planning, coaching, modeling/co-teaching, and teaching small groups to provide instructional support for our students not meeting grade level standards as determined by ongoing progress monitoring.

Administration monitors assessment results and uses the data to determine professional development for teachers throughout the year.

Teachers hold parent conferences at least 3 times a year sharing not only the child's data, but ideas and resources for the parent/child in order to help parents assist their children at home. An individual student data form which includes weekly, unit and district assessment results are shared with parents and requires a parent signature every 9 week period.

The school day is extended to allow targeted students to attend before and after school tutoring for additional instructional support to mastery grade level standards.

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: Extended School Day

Minutes added to school year: 30

Students will attend tutoring sessions before school M- Th, to master grade level standards as required by Florida Standards.

Strategy Rationale

Students who are deficient in reading or math will have the opportunity to increase and/or master needed skills for grade level proficiency.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Lott, Sandria, sandria.lott@polk-fl.net

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

Data from the district progress monitoring assessments.

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.

Auburndale Central has two Pre-Kindergarten Head Start classrooms housing 18 students each under the supervision of a certified teacher and CDAT with both working cohesively to teach curriculum provided by the HeadStart Department. In addition, a Family Service Advocate and a Lead Resource Coach assists the parents, teachers, and CDATs in and out of the classroom. Once the preschool student completes the transition to Kindergarten student, the FKLRS and F.A.I.R. are administered.

In-coming Kindergarten students are invited to participate in our "Bridge Bus" that visits the school each week. Students have short themed lessons and check out books while visiting on the bus. . Students have access to online activities with the computers on the bus, as well.

Literature and Scholastic books are given to the parents who attend parent trainings so as to promote the importance of reading.

A Kindergarten readiness skills test is administered to each student. A copy of the assessment is shared with parents during conferences with specific instructions on activities which they may do with their child to improve his/her readiness.

Volunteers with the United Way read with students as a part of the "Reading Pals Program" twice a week for 30 minutes each session.

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

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

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

Parents of both preschool and school-aged children are encouraged to attend the numerous parent training opportunities held throughout the year.

The personnel involved in this program include: media specialist, guidance counselor, math coach, teacher trainer, para-educators, principal, assistant principal, and kindergarten teachers. Pre-kindergarten students and their parents participate in school-wide programs that provide them with literature and information to make the transition into Kindergarten a smooth process. Parent feedback is another tool used in evaluating the effectiveness of the Round Up and other parent activities.

Outgoing 5th graders are invited to visit the local middle schools to orient them for their upcoming middle school years.

The middle school orchestra teacher teaches holds a weekly strings class for interested 5th graders in preparation for middle school music class.

Guidance Counselors from the middle school come over prior to testing to discuss middle school options with the 5th graders and why students need to focus on learning and becoming proficient in math and reading. End of the year reward celebrations held for students are always geared and focused with their upcoming high school graduation date posted and included in announcements and conversations.

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.

End of the year reward celebrations held for students are always geared and focused with their upcoming high school graduation date posted and included in announcements and conversations. Local colleges are invited to participate in orientation at the beginning of the year to share information with students and parents who might be interested in classes themselves (GED, higher education, etc.)

We hold a Great American Teach-In with businesses, various industries, and community organizations sharing with our students about themselves, goals, and line of work. All classes visit the different stations and have speakers in their classrooms throughout the day as they learn about possible career opportunities for their future.

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

N/A

3. 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

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.

N/A

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.

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.

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.** Using the CHAMPS program, the school staff will provide a safe, healthy, and supportive learning environment for all stakeholders.
- G2.** Teachers will use knowledge gained from Professional Development and Collaborative Planning to ensure rigorous standards based instruction.

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. Using the CHAMPS program, the school staff will provide a safe, healthy, and supportive learning environment for all stakeholders. 1a

G085034

Targets Supported 1b

Indicator	Annual Target
Level 1 - All Grades	70.0

Targeted Barriers to Achieving the Goal 3

- Lack of rewards and positive expectations to support the learning environment within the classroom

Resources Available to Help Reduce or Eliminate the Barriers 2

- CHAMPS Professional Development
- District Level Support
- Community mentors

Plan to Monitor Progress Toward G1. 8

Count # of Caught Being Good coupons

Person Responsible

Jennifer Gruebel

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Use discipline referral data, # of Caught Being Good coupons

G2. Teachers will use knowledge gained from Professional Development and Collaborative Planning to ensure rigorous standards based instruction. 1a

G085035

Targets Supported 1b

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

Targeted Barriers to Achieving the Goal 3

- Teachers lack of high expectations for student achievement
- Teachers lack the skill to motivate and engage students to learn
- Lack of teachers aligning the complexity of the tasks to the standards

Resources Available to Help Reduce or Eliminate the Barriers 2

- Administration
- F.A.I.R., FLKRS, FSA data, Achieve 3000 (Kid Biz), STAR Early Literacy (K-2), STAR Reading (3-5) and formative benchmark assessments
- School based Leadership Team
- Academic Leadership Team
- Classroom Walk Through Data
- School and District Based Instructional Coaches
- Math Interventionist

Plan to Monitor Progress Toward G2. 8

Lesson plans and classroom observations will verify that instructional practice follows the District Learning Maps and are aligned with Florida State Standards.

Person Responsible

Octavia May

Schedule

Weekly, from 8/8/2016 to 6/2/2017

Evidence of Completion

Lesson plans, Journey, Report Cards, Student Data forms

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. Using the CHAMPS program, the school staff will provide a safe, healthy, and supportive learning environment for all stakeholders. **1**

 **G085034**

G1.B2 Lack of rewards and positive expectations to support the learning environment within the classroom **2**

 **B226180**

G1.B2.S1 Create grade level and school-wide expectations for rewards and consequences in each classroom. **4**

 **S238587**

Strategy Rationale

Teachers and students in the same grade level will be able to provide support and have the same understanding within the grade level.

Action Step 1 **5**

Teachers attend PD for using CHAMPS and creating grade level expectations

Person Responsible

Octavia May

Schedule

Monthly, from 8/8/2016 to 6/2/2017

Evidence of Completion

PD from Sign in sheets, expectations posted in classrooms, decrease in referrals

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

Review discipline data, conference with teachers,

Person Responsible

Sheila Scott

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Discipline reports, sign in sheets of teachers attending PD; completed "Caught Being Good" coupons

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

CWT, School-wide rewards, conferences w/teachers

Person Responsible

Sheila Scott

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Notes from CWT, notes from teacher conferences, # of "Caught Being Good" coupons

G1.B2.S2 Recognize students daily who exemplify good behavior by announcing student names over the intercom **4**

 S238588

Strategy Rationale

To encourage student enthusiasm and increase intrinsic motivation to engage in desired tasks and behaviors

Action Step 1 **5**

Administration will announce daily, student names over intercom who have received "Caught Being Good" coupons

Person Responsible

Octavia May

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

The number of coupons

Plan to Monitor Fidelity of Implementation of G1.B2.S2 **6**

CWT to monitor the CHAMPS process

Person Responsible

Octavia May

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Notes from CWT/teacher conferences, notes from faculty/grade chair/PD meetings

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Define clear and consistent behavioral expectations for all instructional activities such as small group, independent, and collaborative work periods.

Person Responsible

Octavia May

Schedule

Every 2 Months, from 9/19/2016 to 6/2/2017

Evidence of Completion

CHAMPS Activity Worksheet 4.2

G2. Teachers will use knowledge gained from Professional Development and Collaborative Planning to ensure rigorous standards based instruction. 1

 G085035

G2.B2 Teachers lack of high expectations for student achievement 2

 B226182

G2.B2.S1 Set individual, grade level, and school-wide targets for student achievement 4

 S238591

Strategy Rationale

Holds teachers and students accountable, puts a name to the number,

Action Step 1 5

Provide Professional Development throughout the year to ensure teachers have a clear understanding of the depth of standards, student test data, and how to set student goals using them.

Person Responsible

Octavia May

Schedule

Weekly, from 8/8/2016 to 6/2/2017

Evidence of Completion

Lesson plans, student work samples, student test scores, PD sign in sheets

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

Check Lesson plans, classroom walk throughs, teacher/admin. conference, admin. attend planning and PD

Person Responsible

Octavia May

Schedule

Weekly, from 8/8/2016 to 6/2/2017

Evidence of Completion

PD sign in sheets, CWT notes, conference notes

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

Meet with teachers to conference and check progress of students based on teacher/student goal setting.

Person Responsible

Octavia May

Schedule

Monthly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Sign in sheets, charts, graphs, student scores

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.MA1 M315644	Count # of Caught Being Good coupons	Gruebel, Jennifer	8/15/2016	Use discipline referral data, # of Caught Being Good coupons	6/2/2017 monthly
G2.MA1 M315651	Lesson plans and classroom observations will verify that instructional practice follows the...	May, Octavia	8/8/2016	Lesson plans, Journey, Report Cards, Student Data forms	6/2/2017 weekly
G1.B2.S1.MA1 M315640	CWT, School-wide rewards, conferences w/teachers	Scott, Sheila	8/15/2016	Notes from CWT, notes from teacher conferences, # of "Caught Being Good" coupons	6/2/2017 monthly
G1.B2.S1.MA1 M315641	Review discipline data, conference with teachers,	Scott, Sheila	8/22/2016	Discipline reports, sign in sheets of teachers attending PD; completed "Caught Being Good" coupons	6/2/2017 monthly
G1.B2.S1.A1 A308953	Teachers attend PD for using CHAMPS and creating grade level expectations	May, Octavia	8/8/2016	PD from Sign in sheets, expectations posted in classrooms, decrease in referrals	6/2/2017 monthly
G2.B2.S1.MA1 M315649	Meet with teachers to conference and check progress of students based on teacher/student goal...	May, Octavia	8/29/2016	Sign in sheets, charts, graphs, student scores	6/2/2017 monthly
G2.B2.S1.MA1 M315650	Check Lesson plans, classroom walk throughs, teacher/admin. conference, admin. attend planning and...	May, Octavia	8/8/2016	PD sign in sheets, CWT notes, conference notes	6/2/2017 weekly
G2.B2.S1.A1 A308959	Provide Professional Development throughout the year to ensure teachers have a clear understanding...	May, Octavia	8/8/2016	Lesson plans, student work samples, student test scores, PD sign in sheets	6/2/2017 weekly
G1.B2.S2.MA1 M315642	Define clear and consistent behavioral expectations for all instructional activities such as small...	May, Octavia	9/19/2016	CHAMPS Activity Worksheet 4.2	6/2/2017 every-2-months
G1.B2.S2.MA1 M315643	CWT to monitor the CHAMPS process	May, Octavia	8/15/2016	Notes from CWT/teacher conferences, notes from faculty/grade chair/PD meetings	6/2/2017 daily
G1.B2.S2.A1 A308954	Administration will announce daily, student names over intercom who have received "Caught Being...	May, Octavia	8/15/2016	The number of coupons	6/2/2017 daily

V. Professional Development Opportunities

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

G1. Using the CHAMPS program, the school staff will provide a safe, healthy, and supportive learning environment for all stakeholders.

G1.B2 Lack of rewards and positive expectations to support the learning environment within the classroom

G1.B2.S1 Create grade level and school-wide expectations for rewards and consequences in each classroom.

PD Opportunity 1

Teachers attend PD for using CHAMPS and creating grade level expectations

Facilitator

Jennifer Greubel, Sheila Scott, Johnny Hogan

Participants

Teachers, Paraprofessionals

Schedule

Monthly, from 8/8/2016 to 6/2/2017

G1.B2.S2 Recognize students daily who exemplify good behavior by announcing student names over the intercom

PD Opportunity 1

Administration will announce daily, student names over intercom who have received "Caught Being Good" coupons

Facilitator

Jennifer Greubel, Sheila Scott, Johnny Hogan

Participants

Teachers

Schedule

Daily, from 8/15/2016 to 6/2/2017

G2. Teachers will use knowledge gained from Professional Development and Collaborative Planning to ensure rigorous standards based instruction.

G2.B2 Teachers lack of high expectations for student achievement

G2.B2.S1 Set individual, grade level, and school-wide targets for student achievement

PD Opportunity 1

Provide Professional Development throughout the year to ensure teachers have a clear understanding of the depth of standards, student test data, and how to set student goals using them.

Facilitator

Sara Stoquert and LaToyia Wilson/ Literacy and Math Coaches

Participants

Classroom teachers and Paraprofessionals

Schedule

Weekly, from 8/8/2016 to 6/2/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B2.S1.A1	Teachers attend PD for using CHAMPS and creating grade level expectaions	\$0.00
2	G1.B2.S2.A1	Administration will announce daily, student names over intercom who have received "Caught Being Good" coupons	\$0.00
3	G2.B2.S1.A1	Provide Professional Development throughout the year to ensure teachers have a clear understanding of the depth of standards, student test data, and how to set student goals using them.	\$0.00
Total:			\$0.00