Central Avenue Elementary School

2016-17 Schoolwide Improvement Plan

Central Avenue Elementary School

500 W COLUMBIA AVE, Kissimmee, FL 34741

www.osceolaschools.net

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	91%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	C*	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 Osceola County School Board on 11/1/2016.

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 Central Avenue Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - [Lucinda Thompson](#)	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.

Central Avenue Elementary School will collaborate to positively impact all students academically and socially which will promote college and career readiness in our culturally diverse community.

b. Provide the school's vision statement.

Central Avenue Elementary School students will be the top performing students in the School District of Osceola County.

2. School Environment

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

Teachers build relationships with their students through classroom meetings/discussions, encouraging students to try even when a task may seem difficult. The leadership team talks to students in the hallways and during classroom visits to provide support and encouragement. During parent/teacher/administrator meetings staff members are able to learn more about students and their families. In addition, staff members continue to build relationships with parents through their communication at School Advisory Meetings, 21st Century CCLC Parent Advisory Meetings and quarterly family nights. Staff members make it a point to call students by their birth name and to interact with students in a positive manner at all times.

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

School staff greets students daily as they enter the school building. Administration and staff open car doors and greet students as the exit their cars and enter the cafeteria in the morning. There are staff members lined throughout the main hallway, the exit of the main building and entrance of building five. The staff members not only ensure student safety but also greet students with "good morning" as they transition from the cafeteria to their classroom. Teachers emphasize teamwork to students through the way tasks are designed to complete classwork. The dean reviews the Positive Behavioral Interventions and Support with each grade level and the Assistant Principal provides a bullying presentation to each grade level. The 21st Century CCLC coordinator provides three parent meetings before accepting students in the afterschool program to ensure parents are aware of the expectations for their students' participation in the program. Central Avenue Elementary works collaboratively with multiple departments within the county, as well as, outside the county (Kissimmmee Police Department and Osceola Sherriff's Department) to create a safe and secure educational environment.

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.

Central Avenue is a Positive Behavioral and Interventions Support (PBIS) School. Positive Behavioral Interventions and Support is a different way of handling discipline. It is a collaborative, educative and proactive process to developing effective interventions to problem behavior. When a student misbehaves, the school views it as a skill deficit. Therefore, the students in grades K-5 are taught

appropriate school behaviors and expectations for the classroom, hallways and cafeteria. Students are rewarded when they display the expected behavior. Consequences are sill given for inappropriate behavior. The established guidelines are called PRRR-Positive Attitude; Ready, Set, Prepared; Respect Others, Responsible Citizens. Students are taught what the PRRR means based on the location (classroom, playground, cafeteria, etc.). The school staff and students are given an overview of PBS each school year. Students are able to use Cougar Cash which they receive for displaying appropriate behavior to purchase items from the school store and participate in monthly sponsored activities. Teachers in grades K-5 use a Stop and Think approach in their classroom for students to reflect on their behavior. Students in grades PreK use Conscious Discipline for reflection. Osceola County Schools has an MTSS protocol, as well as, a discipline matrix that clear iterates and identifies the consequences and/or disciplinary measures for specific behavioral offenses.

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.

Students that may experience social/emotional difficulties are referred to the school guidance counselor for support. The guidance counselor will meet with the student and parent (if necessary). If it is ascertained that the student is in need of more continuous support the guidance counselor will refer to the student to an outside agency. The school guidance counselor also works with the two school social workers to provides home support as needed. Students that exhibit or verbalize self harm at school are immediately referred law enforcement to determine in transport to a local facility is necessary. Behavioral MTSS provides students with the resources to successfully achieve their full potential by providing individual behavioral plans, as well as, providing individual and group support that addresses the social-emotional needs of all students.

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

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

Central's early warning systems include students that have a D/F in reading or math as identified on their progress report and report cards, have missed 10% or more of the school year (18 days), scored in the lowest quartile in reading as identified by the FSA (grades 4 and 5) have a previous retention, score below the proficiency range on iReady reading and/or math assessment, have one or more days of out of school suspension and/or had 10 or more discipline referrals during the previous school year.

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	33	26	26	31	13	24	0	0	0	0	0	0	0	153
One or more suspensions	7	1	2	12	8	7	0	0	0	0	0	0	0	37
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	51	43	38	0	0	0	0	0	0	0	132
10+ Discipline Referrals	5	0	0	3	1	3	0	0	0	0	0	0	0	12
Previous Retention	0	7	16	20	24	22	0	0	0	0	0	0	0	89

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	5	9	3	19	11	14	0	0	0	0	0	0	0	61

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

Academic intervention strategies include before/during/after school tutoring, READ 180 (grades 3-5), iii, Title Reading, Title Math, and teacher/para small group instruction. Behavior interventions strategies include counseling provided by the school counselor or an outside agency, mentors, 2-minute interventions, and behavior improvement plans. Attendance intervention strategies include sending parents of students that missed more than 18 days of school the previous school year a letter during the first week to let them know that their child's attendance is being monitored. In addition, all parents received a documents detailing how attendance impacts academic achievement. In addition, parental attendance contracts, phone calls home from teachers and administration, meetings with administration or the guidance counselor, attendance contracts and referrals to the state attorney are implemented to improve student attendance.

B. Family and Community Engagement

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

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. § 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/318769.

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.

Central Avenue Elementary builds partnerships with individuals, businesses, colleges and faith based entities within the local community in order to support the initiatives that take place on campus. A faith based breakfast is held each year to share the needs of the school and the various ways members can volunteer in the school. The parent liaison contacts all previous volunteers at the beginning of the school year to remind them to sign up on Oasis and to ascertain their ability to continue supporting the school. The dean contacts local professionals for career day to share with students about their profession and educational background. Central works with local colleges to provide college tours and encourage local professors to mentor students are the school. The school shares the partnership with local media and in the school's newsletter to share the partnership with the local community. Administration sends thank you letters to churches, businesses and volunteers throughout the school year for their donation or service. A volunteer breakfast is held each May for the school to show appreciation to the volunteers and

give them a token of appreciation. This year, Central has a partnership with United Way to bring Reading Pals to the VPK program and with 4-H to for the 21st Century CCLC program. The principal also does dial-outs throughout the school year reminding the parents what is going on, encouraging them to participate, inviting them to SAC/PAC, etc.

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
DeRight, Matthew	Assistant Principal
Castor, Victoria	Instructional Coach
Doodnath, Tagemattie	School Counselor
McKenney, Sarah	Dean
Perez, Jennifer	Assistant Principal
Aragon, Heather	Instructional Coach
Fuller, Courtney	Teacher, K-12
Hahn, Sharon	Principal

b. Duties

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

Principal: Provides a vision for the school; ensures that the staff is knowledgeable of the District Strategic Plan; ensures that staff has an understanding of the school's CIMS; reviews school wide, grade level and classroom data; conducts data chats with instructional staff members; is an advocate for the school within the community; ensure professional development opportunities are provided for staff members; approves expenditures to support classroom instruction and professional development; evaluates all staff members; provides feedback to staff members from walkthroughs, reflective visits, evaluations; meets with the assistant principal; attends MTSS meetings weekly; meets with grade level chairpersons twice a month; meets with the leadership team ; conducts monthly faculty meetings with the staff once a month; supports and monitors grade level PLC meetings; ensure compliance with MTSS procedures and Title 1 policies; ensures fidelity of instruction and monitors implementation of standards based instruction
Assistant Principal: Monitors classroom instruction and implementation of standards based instruction; provides feedback to staff based upon walkthroughs and observations; coordinates before/during/after school remediation programs; coordinates summer and extended school year programs; conducts beginning of the week meetings with office staff, head custodian and cafeteria manager; supports the principal's vision for the school; monitors the implementation of CIMS and District Strategic Plan; reviews lesson plans; participates as a member of MTSS, leadership team and grade chair meeting; monitors student attendance and meets with parents as necessary; supports and monitors grade level PLC meetings; monitors Title 1 documentation; ensures compliance of the PIP
Instructional Coaches: Monitors classroom instruction and implementation of standards based instruction; coordinates iii/MTSS interventions; provides training to instructional and support staff members; participates on MTSS and leadership team; meets with teachers monthly for vertical

articulation in literacy, math and science; coordinates and provides professional development; models lessons; collects and analyzes data; provides support for assessments and progress monitoring; provides support to PLC teams; provides updates to teachers on decisions made by the MTSS team; provides data for MTSS meetings

Guidance Counselor: Monitors students social and emotional well being; provides individual and group counseling; refers students to outside agencies as needed; provides monitoring for students on behavior contracts; supports teacher implementation of behavior interventions; coordinates 504 meetings; participates on the MTSS and leadership teams; provides student and teacher support for student living in a transitional environment; coordinates state testing; coordinates student mentors

Dean: Participates on the MTSS and leadership team; coordinates behavior intervention; handles all classroom and bus misbehaviors; supports behavior interventions; provides mentors to students on behavior plans; chair of PBS Committee, review behavior/discipline data; coordinates cafeteria behavior program

Learning Resource Teacher: Coordinates District Platform testing; provides training to instructional and support staff members; co-chair of PBS team; participates on MTSS and leadership team; coordinantes academic interventions; creates model videos for common areas

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.

Central Avenue Elementary Multi-Tiered System of Support Team meets every Wednesday for two hours. Prior to the meeting an agenda is sent via email to each member by the MTSS Coach. School wide data is reviewed four times per year to identify the lowest quartile. Once the students are selected the team decides upon the best resources to meet the academic needs of each student. The team reviews progress monitoring data on each student monthly to ascertain if the student is making academic and/or behavior gains. Teachers are given an update monthly on the progress of their students. After each meeting teachers are provided with documentation to indicate that a student from their class was discussed and the next steps. Professional development is provided by the leadership team to address Tier 1 instruction. The reading coach and math/science coach provide professional development on small group/differentiated instruction. Title 1 funds are used to provide professional development opportunities on resources used to meet the needs of students being serviced through MTSS. The reading coach and math/science coach maintain a record of the materials available for students to use during iii and Title pull out. The assistant principal maintains a record of the resources to be used for before/during/after school intervention and summer sessions.

Title I, Part A

To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and /or after school programs, and/or Saturday and/or summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. Learning Resource Specialists and Math/Science Coaches develop and lead programs based on Florida Standards curriculum/behavior assessment and intervention approaches.

Title I, Part C-Migrant

When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students, based on student achievement data, if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met and

assistance transitioning to post-secondary education or employment.

Title I, Part D

When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II

Professional Development is provided for Core Connections, Math Solutions, and Instructional Framework Design and the Instructional Leadership Pipeline. It is also used to focus on Professional Learning Community (PLC) development and facilitation.

Title III

The Multicultural Department assists in the identification of Limited English Proficiency (LEP), immigrant, and Native American students most at-risk in meeting state standards. Support research-based, comprehensive educational programs are used to help reduce the educational barriers that result from cultural and linguistic needs. Schools provide help for LEP, immigrant, and Native American students achieve the same standards as developed for other students.

IDEA provides support for students with an Individual Education Plan (IEP), students identified through the Preschool Education Evaluation Program (PEEP), and students identified through the gifted screening process for all second grade Title I students.

Title IX

To help eliminate barriers for education the District Homeless Education Liaison works with the

school FIT Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Sharon Hahn	Principal
Felicita Colon-Lopez	Teacher
Patricia Pareja	Parent
Maritza Sierra	Parent
Linda Ortiz	Parent
Reshma Rahim	Student
Tiara Williams	Parent
Edna Rivera	Parent
Tiffany Gibson	Teacher
Jani Cornejo	Teacher
Raymond Torres	Teacher
Erica Stewart	Teacher
Felicia Smith	Education Support Employee

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

Evaluation of last year's school improvement plan
2015-16 data was shared with SAC at our June meeting and input was collected.
SAC approved the 2015-2016 SIP at our September meeting.

Preparation of the school's annual budget and plan
The budget is presented to SAC and input is heard before decisions are made by the Principal.

b. Development of this school improvement plan

The 2016-17 school improvement plan was created by the school based leadership team of Central Avenue Elementary. The school improvement plan will be presented to SAC at the September meeting. At the meeting, members will review the draft of the school improvement plan, provide feedback and approve it if those in attendance are in agreement with the plan and there are more non-school based members in attendance than staff members.

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

The principal provides an update of the school's budget and expenditures at each meeting. The SAC committee then discusses how money is spent and together, a plan is made.

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

Funds will be used to support initiatives to increase student achievement that cannot be funded through another source. Instructional members will be able to present proposals to SAC to attend professional development opportunities related to the Florida Standards, instructional strategies, CIMS goals, and District Strategic Plan. For the 2015-2016 school year $545 was allocated to cover the registration fees for the media specialist and literacy coach to attend the Florida Association for Media Specialists conference and professional devleopment activities. In addition, $1000 was

allocated to cover the ticket prices for the education recognition awards. The remainder of the budget, $7751.86 will be rolled over to the 2016-17 school year.

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
Allen, Ricky	Teacher, K-12
Castor, Victoria	Instructional Coach
Rojas, Jennifer	Teacher, K-12
Stewart, Erica	Teacher, K-12
Gibson, Tiffany	Teacher, K-12
Seabolt, Amanda	Teacher, K-12
Perez, Jennifer	Assistant Principal
	Teacher, K-12
Moffatte, Paula	Teacher, K-12
Santos, Sasha	Paraprofessional

b. Duties

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

The Literacy Leadership Team (LLT) meets once a month as a vertical Professional Learning Community (PLC). The LLT is lead by the literacy coach and has representation of teachers from every grade level PreK-fifth grade and paraprofessionals. The team will analyze the iReady reading assessments, and unit assessment data. Throughout the school year the team analyzes the progress monitoring data of the iReady reading assessments. The team discusses instructional strategies, student collaboration strategies, thinking Maps, Kagan activities, Florida standards and information pertinent to effective instruction. Each grade level representative will share the discussions that take place during LLT with the teachers on their grade level. The LLT will plan and host three family literacy events to promote literacy in the home and provide parents with strategies to help their child at home. The team will promote the reading of Accelerated Reader books, Sunshine State Young Reader books and the summer reading challenge.

D. Public and Collaborative Teaching

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

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

Each grade level establishes a Professional Learning Community (PLC) meeting schedule. During the PLC the teachers discuss data, strategies, students and their professional needs. In addition, the

teachers will plan during these meetings and establish additional meeting times and dates to plan lessons. Teachers will observe another teacher in their grade level or another grade level at least half a day twice a year. The teacher will note strategies observed that they would like to implement in their classroom. There are vertical and grade level PLCs which enable teachers to discuss standards that students have learned and discuss strategies specific to a content area or grade level and how they can be adapted for use in another content area or grade level.

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

The following strategies will be used to recruit and retain highly qualifies teachers: Osceola School District online application system, mentoring program, Professional Learning Communities, curriculum professional development, Lesson Study, teacher appreciation prior to winter break and in May, tokens for perfect attendance, the sunshine committee will provide the staff with a gift of encouragement at the end of each nine week period and secret cougar encouragement program each semester.

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

First year teachers and teachers new to Osceola County are paired with a veteran teacher to provide curriculum and school based support. Teachers continue to receive the support of their mentor through their third year of teaching. The mentee and mentor are to meet at least one time per month. Additional meetings can take place as needed to support the mentee. Monthly New Cougar meetings are held with the instructional coaches and administration to review District and school procedures (i.e. FTE, Progress Monitoring Plan, end of year procedures, etc.). The rationale for pairing is based on the experience of the mentor.

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 school ensures that instructional programs and materials are aligned to Florida's standards by doing the following: instructional coaches meet with each grade level to review the Florida standards. teachers are provided with textbooks and supplemental materials that have been approved by the Florida Department of Education. Materials duplicated on campus are approved by either the math/science coach or literacy coach prior to being copied. The assistant principal checks lesson plans weekly. Administration and instructional coaches conduct walkthroughs to monitor the implementation of School District and school initiatives. Feedback is provided to teachers following the walkthroughs. The walkthroughs provided data on professional development and/or coaching next steps.

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.

iReady Reading, FSA ELA and Math and FCAT science data is used to determine which students are in need of additional support either during iii, READ 180, through before/during/after school remediation or need to be referred to RTI. Classroom teachers use chapter, unit and iReady

assessments to coordinate small groups for reading and math. Progress monitoring data is used to monitor groups and make any necessary changes. Students with IEPs receive support from a VE teacher that pushes in the class during reading and math instruction. Teachers incorporate strategies for students learning English as a second oral language in daily instruction. Non English speaking students are together in one class with a bilingual teacher in order to facilitate their acquisition to English only academic 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: 1,560

Teachers and support staff members will provide students with additional instruction before/ during/after school. Instruction will be provided through small group and computer based instruction.

Strategy Rationale

To provide students with additional instruction to core skill areas where they are not meeting proficiency

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Perez, Jennifer, perezj@osceola.k12.fl.us

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

iReady assessments program based assessments will be used to monitor student improvement and program effectiveness. Program based assessments will be collected as determined by the intervention program. The students will be given the iReady assessment regularly to monitor overall improvement.

Strategy: Extended School Day

Minutes added to school year: 7,200

Third, fourth and fifth grades students will be selected to attend READ 180. READ 180 will enable students to improve in the core areas of reading. Students attend four days per week for 60 minutes each day. This is in addition to their 120 minutes of daily reading instruction.

Strategy Rationale

To provide students with instruction in the core areas of phonics, phonemic awareness and vocabulary.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

STAR and READ 180 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. § 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.

Central Avenue Elementary provides PreK on and off campus. The school has three classes on the school campus and two classes at Chambers Park. The Cambers Park area is zoned for Central Avenue Elementary School however a percentage of the students attending are note zoned for Central based on their residency. Pre-Kindergarten families are invited to all of our family involvement events. In addition, a summer orientation if offered to our Pre-Kindergarten families and the students are eligible for our summer 21st Century program which last 20 days during the summer preceding the year that students will begin kindergarten. The parent liaison makes contact with local daycares to host visitations to familiarize the students with the school. In addition, six grade teachers from the two middle schools that Central Avenue feeds into are invited to meet with our fifth grade teachers two times per year.

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.

Central Avenue has a partnership with the Kissimmee Campus of Valencia College. Professors and students mentor the fourth grade students at Central Avenue Elementary School. Valencia College staff members will participate as classroom guest speakers. Fourth and fifth grade students will visit the Valencia Campus on February 2017 and fifth grade students will visit for college orientation day in May 2017. The evening of the college orientation day parents will be invited to an evening meeting on financial aid and enrollment to encourage parents to enroll in college as well. The first Friday of each month has been established as college/university day and all staff members will wear a shirt or the colors of the school that they attended. The school shirt was redesigned to promote college readiness. A college board has been established to highlight the schools that staff members

graduated from. College/university pennants and posters are hung throughout the school. Fifth grade, fourth grade and two third teachers have incorporated AVID strategies into all content areas. Project based learning activities related to careers are incorporated into the 21st Century grant for 125 students to participate in afterschool.

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

CTE programs are provided at each high school and at TECO for students to earn certification.

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. § 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"Â? 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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. Central Avenue Elementary will foster an environment that promotes high expectations for learning for all student groups.

G2. Professional development and support will be provided so that teachers can deliver high quality instruction that reaches the depth of the standards in content areas.

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. Central Avenue Elementary will foster an environment that promotes high expectations for learning for all student groups. `1a`

🔍 G085397

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	50.0
FSA Mathematics Achievement	50.0
FCAT 2.0 Science Proficiency	53.0

Targeted Barriers to Achieving the Goal `3`

- Tier I Instruction in reading, mathematics, and science

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

- Instructional Coaches to provide guidance and support for lessons in reading, math, and science. • Scheduled time for data review with every teacher and administration as well as grade-level instructional planning days • Instructional curriculum resources such as iReady and the Leveled Library • Funding for additional remediation in the areas of reading, mathematics, and science

Plan to Monitor Progress Toward G1. `8`

Person Responsible

Schedule

Evidence of Completion

G2. Professional development and support will be provided so that teachers can deliver high quality instruction that reaches the depth of the standards in content areas. `1a`

🔍 G085398

Targets Supported `1b`

Indicator	Annual Target
FSA Mathematics Achievement	50.0
FSA ELA Achievement	50.0
FCAT 2.0 Science Proficiency	53.0

Targeted Barriers to Achieving the Goal `3`

- Teacher Knowledge of Data Disaggregation and Use

- Teaching to the depth of the standard

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

- Instructional Coaches

- 3rd-5th Item Specification Guides

- Professional Learning Communities/Collaborative Planning

- Vertical Articulation

- iReady (individual resources, sample lessons with activities)

- District and School Sponsored Professional Development

- District Resource Teachers

- Quarterly Assessments (5th grade-science)

- CPALMS (math resources)

Plan to Monitor Progress Toward G2. `8`

Data (iReady reading/math, 2nd grade math quarterly assessments, 3rd grade reading quarterly assessments and 5th grade science quarterly assessments)

Person Responsible
Sharon Hahn

Schedule
Quarterly, from 8/31/2016 to 5/31/2017

Evidence of Completion
Leadership team will review data and discuss next steps

Plan to Monitor Progress Toward G2. `8`

Instructional Reviews and Leadership Team walkthroughs

> **Person Responsible**
> Sharon Hahn
>
> **Schedule**
> Monthly, from 8/24/2016 to 5/27/2017
>
> *Evidence of Completion*
> Graphs and notes from instructional review walkthroughs

Plan to Monitor Progress Toward G2. `8`

> **Person Responsible**
>
> **Schedule**
>
> *Evidence of Completion*

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. Central Avenue Elementary will foster an environment that promotes high expectations for learning for all student groups. 1

🔑 G085397

G1.B1 Tier I Instruction in reading, mathematics, and science 2

🔑 B227107

G1.B1.S1 1. All instructional staff will participate in Professional Learning Communities to reflect on data and use data to drive instructional changes. 4

🔑 S239627

Strategy Rationale

Action Step 1 5

Use data to group students and continue with flexible grouping.

Person Responsible

Courtney Fuller

Schedule

Daily, from 8/29/2016 to 5/29/2017

Evidence of Completion

Teachers will provide progress monitoring data to track student progress and growth.

Action Step 2 5

Literacy and Math coaches will provide support through planning, modeling and coteaching.

Person Responsible

Heather Aragon

Schedule

Daily, from 8/29/2016 to 5/31/2017

Evidence of Completion

Coaches will keep a daily log of their schedules and support.

Action Step 3 `5`

Revisit PLC Smart goals quarterly and adjust as needed to continue moving the students towards mastery and beyond.

Person Responsible

Matthew DeRight

Schedule

Quarterly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Teachers will provide their iready data, updated smart goals and tracking student progress.

Action Step 4 `5`

Provide training to staff and parents to understand the iReady data and how to use it to help their students.

Person Responsible

Courtney Fuller

Schedule

Monthly, from 9/1/2016 to 5/31/2017

Evidence of Completion

Sign in sheets from staff and parent trainings along with the agendas will be available.

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

Leadership Team will review and monitor each PLC team and provide a detailed agenda for grade level
meetings. Administrators will review lesson plans, PLC notes, Data Chat, Goal Setting and classroom
walkthrough data to confirm that rigorous instruction is taking place in all classrooms.

Person Responsible

Sharon Hahn

Schedule

Biweekly, from 8/29/2016 to 5/31/2017

Evidence of Completion

Copies of Agenda(s), lesson plans, PLC notes, walkthrough data, data chat forms

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

Reading and Math iReady results will be used to build iii groups.Literacy Coach will provide PLC teams with a recording sheet to document the range of reading levels in each classroom and the guided reading groupings within each classroom. PLC leaders will guide discussions about expected reading levels, how to address outliers, and how to identify appropriate prescriptive instruction for students who are not progressing as expected. MTSS will then determine appropriate intervention steps for teacher or individual students.

Person Responsible

Sharon Hahn

Schedule

Evidence of Completion

Completion of Data Chat spreadsheet. iReady reports and iii rotation

G2. Professional development and support will be provided so that teachers can deliver high quality instruction that reaches the depth of the standards in content areas. 1

🔑 G085398

G2.B4 Teacher Knowledge of Data Disaggregation and Use 2

🔑 B227112

G2.B4.S1 All instructional staff will participate in Professional Learning Communities to reflect on data and use data to drive instructional changes. 4

🔑 S239632

Strategy Rationale

Teachers need to reflect on data regularly in order to evaluate student progression toward mastery of the standards and make necessary adjustments to instruction.

Action Step 1 5

Schedule bi-weekly PLC meetings for the year.

Person Responsible

Matthew DeRight

Schedule

Evidence of Completion

Calendar (updated as needed)

Action Step 2 5

Develop agenda for PLC lead meetings

Person Responsible

Matthew DeRight

Schedule

Monthly, from 8/3/2016 to 5/30/2017

Evidence of Completion

Agenda

Action Step 3 `5`

PLC leads will develop agendas for bi-weekly meetings and take notes at bi-weekly meetings.

Person Responsible

Matthew DeRight

Schedule

Biweekly, from 8/3/2016 to 5/30/2017

Evidence of Completion

Agendas

Action Step 4 `5`

Teachers will reflect on data, plan to adjust future instruction and reteach gaps in learning.

Person Responsible

Matthew DeRight

Schedule

Biweekly, from 8/3/2016 to 5/30/2017

Evidence of Completion

SMART goals, lesson plans

Action Step 5 `5`

Provide teachers with training and resources on adjusting instruction to meet all students' needs.

Person Responsible

Victoria Castor

Schedule

Weekly, from 8/3/2016 to 5/30/2017

Evidence of Completion

Agenda, sign in sheets, lesson plans, model lesson schedule

Action Step 6 5

Reflect on effectiveness of instructional shifts

Person Responsible

Matthew DeRight

Schedule

Weekly, from 8/3/2016 to 5/30/2017

Evidence of Completion

Minutes from PLC meetings

G2.B4.S2 All instructional staff will participate in data chats with school administration to reflect on the progression of their students toward the mastery of the standards and make necessary changes to their individual instruction. 4

🔑 S239633

Strategy Rationale

Data analysis of all instructional staff will drive standards based instruction, remediation and enrichment.

Action Step 1 5

Schedule data chats with instructional staff quarterly to reflect on student progress

Person Responsible

Jennifer Perez

Schedule

Quarterly, from 8/3/2016 to 5/30/2017

Evidence of Completion

Calendar

Action Step 2 5

Provide instructional staff with expectations of what needs to be included in data binders for analysis

Person Responsible

Jennifer Perez

Schedule

Quarterly, from 8/3/2016 to 5/30/2017

Evidence of Completion

list of expectations

Action Step 3 `5`

Provide instructional staff with reflection sheets to complete to assist with data chats

Person Responsible

Jennifer Perez

Schedule

Quarterly, from 7/12/2016 to 7/12/2016

Evidence of Completion

Reflection Sheets

Action Step 4 `5`

Meet with instructional staff quarterly to review student data, reflect on instructional delivery, and develop or change action plans as needed

Person Responsible

Jennifer Perez

Schedule

Quarterly, from 8/3/2016 to 8/3/2016

Evidence of Completion

Meeting notes, action plan

Plan to Monitor Fidelity of Implementation of G2.B4.S2 `6`

Administrators will review lesson plans, PLC notes, Data Chat, Goal Setting and classroom walkthrough data to confirm that rigorous instruction is taking place in all classrooms.

Person Responsible

Sharon Hahn

Schedule

Monthly, from 8/31/2016 to 5/31/2017

Evidence of Completion

PLC notes, walkthrough data, data chat forms

Plan to Monitor Effectiveness of Implementation of G2.B4.S2 `7`

Prescheduled data chats will be held with teachers to review and discuss current classroom data, as well as individual instructional needs.

Person Responsible

Sharon Hahn

Schedule

Quarterly, from 8/31/2016 to 5/31/2017

Evidence of Completion

Available data from iReady Reading, iReady Math (including proficiency and growth), formative assessment data, writing samples.

G2.B5 Teaching to the depth of the standard 2

🔑 B227113

G2.B5.S1 Common planning to collaboratively plan lessons for depth of the Florida Standards, high quality questions and tasks. 4

🔑 S239634

Strategy Rationale

Daily instruction needs to be to the depth of the Florida Standards because currently core proficiency levels are below 50%.

Action Step 1 5

Schedule weekly collaborative planning sessions for the year

Person Responsible

Jennifer Perez

Schedule

Evidence of Completion

Yearly calendar

Action Step 2 5

Develop agendas for common planning- ELA

Person Responsible

Victoria Castor

Schedule

Biweekly, from 8/3/2016 to 5/30/2017

Evidence of Completion

Agenda

Action Step 3 5

Develop standards based proficiency scales for the ELA classrooms

Person Responsible

Victoria Castor

Schedule

Biweekly, from 8/3/2016 to 5/30/2017

Evidence of Completion

Proficiency scales

Action Step 4 5

Develop standards based lessons for the ELA classroom

Person Responsible

Victoria Castor

Schedule

Biweekly, from 8/3/2016 to 5/30/2017

Evidence of Completion

Agendas, sign in sheets, lesson plans

Action Step 5 5

Develop agendas for common planning-- Math

Person Responsible

Heather Aragon

Schedule

Biweekly, from 8/3/2016 to 5/30/2017

Evidence of Completion

Agendas

Action Step 6 `5`

Develop proficiency scales for the math units of study

Person Responsible

Heather Aragon

Schedule

Biweekly, from 8/3/2016 to 5/30/2017

Evidence of Completion

Proficiency scales

Action Step 7 `5`

Develop standards based lessons for the math classes

Person Responsible

Heather Aragon

Schedule

Biweekly, from 8/3/2016 to 5/30/2017

Evidence of Completion

Lesson plans, sign in sheets

Action Step 8 `5`

Provide follow up training on proficiency scales.

Person Responsible

Victoria Castor

Schedule

Monthly, from 9/7/2016 to 5/30/2017

Evidence of Completion

Agendas, sign in sheets, proficiency scales

Plan to Monitor Fidelity of Implementation of G2.B5.S1 `6`

School administration will review lesson plans for completion and evidence of the instructional strategies provided.

Person Responsible

Jennifer Perez

Schedule

Weekly, from 8/31/2016 to 5/31/2017

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G2.B5.S1 `6`

School administration and coaches will observe classroom instruction

Person Responsible

Sharon Hahn

Schedule

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

Evidence of Completion

Classroom walk through data and feedback notes

Plan to Monitor Effectiveness of Implementation of G2.B5.S1 `7`

District staff observe and provide feedback from prescheduled observations of classrooms.

Person Responsible

Sharon Hahn

Schedule

Quarterly, from 8/31/2016 to 5/31/2017

Evidence of Completion

Meeting agendas, notes (as applicable), and data from school-wide walk-through of classrooms

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 M317864	[no content entered]		No Start Date		No End Date one-time
G2.MA3 M317874	[no content entered]		No Start Date		No End Date one-time
G1.B1.S1.MA1 M317862	Reading and Math iReady results will be used to build iii groups.Literacy Coach will provide PLC...	Hahn, Sharon	No Start Date	Completion of Data Chat spreadsheet. iReady reports and iii rotation	No End Date one-time
G2.B4.S1.A1 A310260	Schedule bi-weekly PLC meetings for the year.	DeRight, Matthew	8/4/2016	Calendar (updated as needed)	No End Date one-time
G2.B5.S1.A1 A310270	Schedule weekly collaborative planning sessions for the year	Perez, Jennifer	8/1/2016	Yearly calendar	No End Date one-time
G2.B4.S2.A3 A310268	Provide instructional staff with reflection sheets to complete to assist with data chats	Perez, Jennifer	7/12/2016	Reflection Sheets	7/12/2016 quarterly
G2.B4.S2.A4 A310269	Meet with instructional staff quarterly to review student data, reflect on instructional delivery,...	Perez, Jennifer	8/3/2016	Meeting notes, action plan	8/3/2016 quarterly
G2.MA2 M317873	Instructional Reviews and Leadership Team walkthroughs	Hahn, Sharon	8/24/2016	Graphs and notes from instructional review walkthroughs	5/27/2017 monthly
G1.B1.S1.A1 A310256	Use data to group students and continue with flexible grouping.	Fuller, Courtney	8/29/2016	Teachers will provide progress monitoring data to track student progress and growth.	5/29/2017 daily
G2.B4.S1.A2 A310261	Develop agenda for PLC lead meetings	DeRight, Matthew	8/3/2016	Agenda	5/30/2017 monthly
G2.B4.S1.A3 A310262	PLC leads will develop agendas for bi-weekly meetings and take notes at bi-weekly meetings.	DeRight, Matthew	8/3/2016	Agendas	5/30/2017 biweekly
G2.B4.S1.A4 A310263	Teachers will reflect on data, plan to adjust future instruction and reteach gaps in learning.	DeRight, Matthew	8/3/2016	SMART goals, lesson plans	5/30/2017 biweekly
G2.B4.S1.A5 A310264	Provide teachers with training and resources on adjusting instruction to meet all students' needs.	Castor, Victoria	8/3/2016	Agenda, sign in sheets, lesson plans, model lesson schedule	5/30/2017 weekly
G2.B4.S1.A6 A310265	Reflect on effectiveness of instructional shifts	DeRight, Matthew	8/3/2016	Minutes from PLC meetings	5/30/2017 weekly
G2.B5.S1.A2 A310271	Develop agendas for common planning-ELA	Castor, Victoria	8/3/2016	Agenda	5/30/2017 biweekly
G2.B5.S1.A3 A310272	Develop standards based proficiency scales for the ELA classrooms	Castor, Victoria	8/3/2016	Proficiency scales	5/30/2017 biweekly
G2.B5.S1.A4 A310273	Develop standards based lessons for the ELA classroom	Castor, Victoria	8/3/2016	Agendas, sign in sheets, lesson plans	5/30/2017 biweekly
G2.B5.S1.A5 A310274	Develop agendas for common planning--Math	Aragon, Heather	8/3/2016	Agendas	5/30/2017 biweekly
G2.B5.S1.A6 A310275	Develop proficiency scales for the math units of study	Aragon, Heather	8/3/2016	Proficiency scales	5/30/2017 biweekly
G2.B5.S1.A7 A310276	Develop standards based lessons for the math classes	Aragon, Heather	8/3/2016	Lesson plans, sign in sheets	5/30/2017 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B5.S1.A8 A310277	Provide follow up training on proficiency scales.	Castor, Victoria	9/7/2016	Agendas, sign in sheets, proficiency scales	5/30/2017 monthly
G2.B4.S2.A1 A310266	Schedule data chats with instructional staff quarterly to reflect on student progress	Perez, Jennifer	8/3/2016	Calendar	5/30/2017 quarterly
G2.B4.S2.A2 A310267	Provide instructional staff with expectations of what needs to be included in data binders for...	Perez, Jennifer	8/3/2016	list of expectations	5/30/2017 quarterly
G2.MA1 M317872	Data (iReady reading/math, 2nd grade math quarterly assessments, 3rd grade reading quarterly...	Hahn, Sharon	8/31/2016	Leadership team will review data and discuss next steps	5/31/2017 quarterly
G1.B1.S1.MA1 M317863	Leadership Team will review and monitor each PLC team and provide a detailed agenda for grade...	Hahn, Sharon	8/29/2016	Copies of Agenda(s), lesson plans, PLC notes, walkthrough data, data chat forms	5/31/2017 biweekly
G1.B1.S1.A2 A310257	Literacy and Math coaches will provide support through planning, modeling and coteaching.	Aragon, Heather	8/29/2016	Coaches will keep a daily log of their schedules and support.	5/31/2017 daily
G1.B1.S1.A3 A310258	Revisit PLC Smart goals quarterly and adjust as needed to continue moving the students towards...	DeRight, Matthew	9/1/2016	Teachers will provide their iready data, updated smart goals and tracking student progress.	5/31/2017 quarterly
G1.B1.S1.A4 A310259	Provide training to staff and parents to understand the iReady data and how to use it to help their...	Fuller, Courtney	9/1/2016	Sign in sheets from staff and parent trainings along with the agendas will be available.	5/31/2017 monthly
G2.B5.S1.MA1 M317869	District staff observe and provide feedback from prescheduled observations of classrooms.	Hahn, Sharon	8/31/2016	Meeting agendas, notes (as applicable), and data from school-wide walk-through of classrooms	5/31/2017 quarterly
G2.B5.S1.MA1 M317870	School administration will review lesson plans for completion and evidence of the instructional...	Perez, Jennifer	8/31/2016	Lesson Plans	5/31/2017 weekly
G2.B4.S2.MA1 M317867	Prescheduled data chats will be held with teachers to review and discuss current classroom data,...	Hahn, Sharon	8/31/2016	Available data from iReady Reading, iReady Math (including proficiency and growth), formative assessment data, writing samples.	5/31/2017 quarterly
G2.B4.S2.MA1 M317868	Administrators will review lesson plans, PLC notes, Data Chat, Goal Setting and classroom...	Hahn, Sharon	8/31/2016	PLC notes, walkthrough data, data chat forms	5/31/2017 monthly
G2.B5.S1.MA2 M317871	School administration and coaches will observe classroom instruction	Hahn, Sharon	8/15/2016	Classroom walk through data and feedback notes	6/2/2017 weekly

V. Professional Development Opportunities

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

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	Use data to group students and continue with flexible grouping.	$0.00
2	G1.B1.S1.A2	Literacy and Math coaches will provide support through planning, modeling and coteaching.	$0.00
3	G1.B1.S1.A3	Revisit PLC Smart goals quarterly and adjust as needed to continue moving the students towards mastery and beyond.	$0.00
4	G1.B1.S1.A4	Provide training to staff and parents to understand the iReady data and how to use it to help their students.	$0.00
5	G2.B4.S1.A1	Schedule bi-weekly PLC meetings for the year.	$0.00
6	G2.B4.S1.A2	Develop agenda for PLC lead meetings	$0.00
7	G2.B4.S1.A3	PLC leads will develop agendas for bi-weekly meetings and take notes at bi-weekly meetings.	$0.00
8	G2.B4.S1.A4	Teachers will reflect on data, plan to adjust future instruction and reteach gaps in learning.	$0.00
9	G2.B4.S1.A5	Provide teachers with training and resources on adjusting instruction to meet all students' needs.	$0.00
10	G2.B4.S1.A6	Reflect on effectiveness of instructional shifts	$0.00
11	G2.B4.S2.A1	Schedule data chats with instructional staff quarterly to reflect on student progress	$0.00
12	G2.B4.S2.A2	Provide instructional staff with expectations of what needs to be included in data binders for analysis	$0.00
13	G2.B4.S2.A3	Provide instructional staff with reflection sheets to complete to assist with data chats	$0.00
14	G2.B4.S2.A4	Meet with instructional staff quarterly to review student data, reflect on instructional delivery, and develop or change action plans as needed	$0.00
15	G2.B5.S1.A1	Schedule weekly collaborative planning sessions for the year	$0.00
16	G2.B5.S1.A2	Develop agendas for common planning- ELA	$0.00
17	G2.B5.S1.A3	Develop standards based proficiency scales for the ELA classrooms	$0.00
18	G2.B5.S1.A4	Develop standards based lessons for the ELA classroom	$0.00
19	G2.B5.S1.A5	Develop agendas for common planning-- Math	$0.00
20	G2.B5.S1.A6	Develop proficiency scales for the math units of study	$0.00
21	G2.B5.S1.A7	Develop standards based lessons for the math classes	$0.00
22	G2.B5.S1.A8	Provide follow up training on proficiency scales.	$0.00
		Total:	$0.00