Central Elementary School

2016-17 Schoolwide Improvement Plan

Central Elementary School

1000 S DEANE DUFF AVE, Clewiston, FL 33440

http://hendry-schools.org/education/school/school.php?sectionid=10&sc_id=1171294169

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	82%

School Grades History

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

Informational Baseline School Grade

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

School Board Approval

This plan was approved by the Hendry County School Board on 10/11/2016.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

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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:

- <u>Former F</u> - 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.
- <u>Planning</u> - 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.
- <u>Implementing</u> - 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 Elementary School

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

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Central Elementary School is to create a family culture that produces growth in student achievement and is highly regarded for its academic excellence.

b. Provide the school's vision statement.

The vision of Central Elementary School is to continuously improve upon high academic excellence, while inspiring each student to reach their potential, in a safe learning environment.

2. School Environment

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

Central Elementary will implement the following to promote and build relationships:

* At the beginning of the school year we will have Parent meetings where each grade level will be able to meet with parents and students, translators will be present. Expectations, curriculum, discipline, and goal setting will be discussed at these meetings with translators available for parents who need them. Teachers and administrators will remain after the presentation to answer any questions that parents may have.
*In order to build relationships between teachers and students, Central is placing great emphasis motivating students. The teachers were all given a book, "The Essential 11" by Ron Clark and we will hold discussions during our weekly PLC's about how we are going to implement those motivating ideas in the classroom and school wide.
* During the first three weeks of school the teachers made contact with all of their students' parents and made sure to introduce themselves and ask for any concerns.
* Central will have a School Advisory Council and the voting membership will reflect the racial make-up of the school. However, invitations for all of the meetings throughout the year will be sent to all parents who wish to be apart of it. We will not only discuss the business aspect that is intended for the organization, but we will also update parents on the events that are taking place at Central Elementary School.
* Throughout the school year we will reward students for their achievements in A.R, Honor Roll, Behavior, Attendance, and proficient scores on FSA assessments. We will do our best to reward students as much as possible for doing their best in the classroom.
* A student handbook, in both English and Spanish, was created to explain all of the expectations for Central Elementary School.
*Teachers will meet every Tuesday in Professional Learning Communities (PLC's) and once every six weeks in the mornings to collaborate with planning, goal setting for individual students, focusing on standards, behavior management, and other weak areas we need to improve. These times that we meet with the teachers will also give us the opportunity to celebrate small successes on a consistent basis.
*The hallways of the school have been painted, additional bulletin boards have been installed, and new landscaping has been put in.

Creating an awareness of students' cultures and safe environment complimented by focused instruction, student engagement, and positive behavior work together to build relationships and raise

student achievement. Research shows, "when children willingly engage in productive learning experiences in their classrooms, they begin to see value in learning and experience success AND their need to act out or disengage diminishes." In addition Central will engage families in authentic ways in order to continue the building of relationships between the teacher and students and families.

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

Central creates a culture where students can feel safe, know that teachers and administration cares about them, and also realize high expectations have been set for them. Central's staff members cover all safety needs of students while they are in our care by monitoring pick up and drop off points, the hallways, the cafeteria, the playground and the classroom. Central has a School Resource Officer and a Teacher on Assignment to assist with behavior issues who are both available to talk to students and ensure their safety.
Teachers train a group of students for safety patrol. These students walk the halls and promote a safe environment. If we host any extra-curricular event at the school after hours at least one administrator is present.

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 has a school-wide positive behavior support system to help decrease our students' referral rates.
Tier 1 is our universal Positive Behavior Support Level - these are processes and procedures intended for all students and staff, in all settings and across campus. Classrooms will have established processes and procedures that reflect school-wide expectations for student behavior coupled with pre-planned strategies applied within the classroom settings. An example of posted rules are:
1. Use appropriate language, 2. Keep hands, feet, and objects to yourself, 3. Raise your hand to speak, 4. Respect others, school property, and the property of others, 5. Have materials ready on time.

Cubs ROAR - Procedures for cafeteria behavior, assembly behavior, hallway behavior, restroom behavior, and playground behavior tied to being:
R - Respectful
O - Optimistic
A - Ambitious
R - Responsible

Not only are these posters posted in the classroom, hallways, and in the cafeteria as reminders to students, but we also ask the teachers to constantly enforce and remind students of these procedures.

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.

Central Elementary School has the following programs in place to help meet the needs of our students:
The guidance counselor, teacher on assignmenet, and the school resource officer will collaborate to provide information and lessons to students on bullying. A schedule and lesson plans will be documented and submitted to Administration. The guidance counselor's schedule will reflect a time set aside for counseling and mentoring of students. The guidance counselor's schedule will also

reflect communication with parents in regards to student services. Scheduled IEP/504 meetings will be provided by the guidance counselor to Administration. Scheduled ELL meetings will be provided to Administration by the guidance counselor. MTSS/RtI schedules and appropriate documentation will be provided to Administration. In addition, the guidance counselor will provide personal/social growth counseling, including individual and group, concerning academic success, understanding of self and others, communication skills, decision making, relationship skills, conflict resolution, goal setting, and effective coping skills necessary to refuse participation in substance abuse and physical violence.

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.

Attendance: Our teachers are to call home for any student who has missed more than 3 days in a row to find out the circumstances. The administration talks to the parents whose children are missing too much school or who are checking out too often to try and resolve the issues. Our attendance clerk keeps record of students with excessive absences and notifies the Truancy personnel. To try and be proactive we make sure to look at our"frequent fliers" from last year and our Teacher on Assignment makes contact with those students and watch their absences throughout the year.

Suspensions: Most behavior situations are directed to our Teacher on Assignment, but as an Administrative team we work together and try and find other punishments for students instead of suspension. We believe in order for our teachers to be able to teach our students they need to be here at school, whether its in the general ed classroom or in the intervention classroom.

Course Failure:We have the RtI/MTSS system in place at all grade levels. If a child is falling behind, he/she is given additional small group instruction in the area(s) of need.

Level 1:Each teacher keeps data on their current students and what level they were the previous year. We ask teachers to continuously have data chats with their students as well as the parents to work together to help the student(s) become successful. The students who have received a level 1 are put into the RtI/MTSS process in order for them to receive additional small group instruction.

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	38	24	26	29	32	13	0	0	0	0	0	0	0	162
One or more suspensions	1	0	3	15	8	7	0	0	0	0	0	0	0	34
Course failure in ELA or Math	8	13	16	2	3	10	0	0	0	0	0	0	0	52
Level 1 on statewide assessment	0	0	0	42	57	27	0	0	0	0	0	0	0	126

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	3	2	7	22	25	14	0	0	0	0	0	0	0	73

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

Attendance/Absences- A letter is sent home after 3 days of absences notifying the parents. A second letter is sent home after 6 days of absences notifying the parents. The third step is 6 or more absences report to truancy. Truancy officer holds a meeting with parent and administration in regards to absences. Incentives for classrooms with the highest attendance rates every nine-weeks are celebrated with a pizza party, ribbons, pencils, etc. Our behavior interventionist is also making connections with those students who were chronic truancy problems last year and keeping track of their attendance for this school year. We have implemented a "Rise and Shine" club for those students who have had attendance issues in the past. Every Friday the administrators will meet with the students who are in the "Rise and Shine" club and reward them for being at school the whole week. Hopefully by holding the students accountable and questioning them about there absences we will be able to lower our number of students with attendance issues.

Academically- Students not performing well academically are identified through the RtI/MTSSS process. They receive Tier 2 support from the classroom teacher and resource teacher. Programs such as iReady are being implemented to close gaps. Every child is receiving standards based small group instruction four times a week in reading and are progress monitored on a monthly basis through iReady in order to check on improvement in weak areas.

Central also utilizes the call out system so parents are notified of absences from school that day.

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/309532.

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.

We partner with several businesses and organizations to help support our school throughout the year.
1. We partner with the local Clewiston Museum. Mr. Wilson receives a grant which gives us the opportunity to have him come to the school and give presentations of Florida History for our 4th graders that culminates with a fieldtrip.
2. The local officers present the DARE program to our 5th grade students.
3. Local businesses have donated to our school for school improvement (landscaping) & family nights (ice cream).
4. U.S Sugar has partnered with us and will match the amount we make in our Coin Drive for classroom libraries.

5. We will have 4 family McDonald's Nights, 1 each quarter to promote family involvement and use it as a fundraiser for our school.

6. The Rotary Club delivers dictionaries to all the third grade students for home and school usage.

7. Center State Bank provides teachers and students with classroom supplies. They provide teachers with an appreciation luncheon and offer door prizes at the event.

8. Active Citizens of Clewiston provides us with school supplies for students in need.

On a yearly basis, many local businesses contribute items or money for our Annual Chili Bingo held in October. Monies collected is utilized in the classrooms to enhance student learning. Uniforms are provided by several local area churches.

C. Effective Leadership

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

1. School Leadership Team

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

Name	Title
Carter, Melissa	Principal
Berner, Maranda	Instructional Coach
Morrell, Barbara	Teacher, K-12
Owens, Tracy	Teacher, K-12
Crawford, Monica	Teacher, K-12
Shelton, Allison	Teacher, K-12
Alford, Keri	Assistant Principal
Gutierrez, Ingrid	Teacher, PreK
Paige, Lindsey	Teacher, K-12
Jesson, Cathleen	Teacher, K-12
Kirstein, Sofia	Teacher, ESE
Kane, Meredith	School Counselor

b. Duties

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

The Leadership Team member meets once a week and is responsible for leading his/her grade group to provide quality instruction and assessment at Tier I. The Leadership Team member is also responsible for continually working with their grade group looking at data to determine who needs interventions and also working together as a grade group to provide quality interventions at Tier II. The team will identify professional development needs for teachers in the area of intervention.

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.

Teachers analyze a variety of data (iReady, Discovery Education data, FAIR data, STAR data, Accelerated Reader, FLKRS, Waterford, Classroom Grades, teacher observations, and parent input) to identify Tier 1 students who demonstrate progress deficits in the core program requiring additional supports. Some of these data instruments (AR) are on-going, while others are given at pre-determined intervals, designated by the county. Funding is a combination of Title I and county-level funding. Classroom teachers, ESE Teachers, Resource teachers, and paras instruct small groups in every classroom for Tiers 1 and 2, based on data. Tier 3 interventions are instructed and supported by the team consisting of a team of ESE teachers and paraprofessionals, Guidance Counselor, and an Academic Resource.

Title I Part A: Central Elementary School receives federal monies to supplement our existing education programs. We use these funds to address needs of our students which are based on the results of our assessments which include but are not limited to; FSA, Performance Matters Baselines, I-Ready Diagnostics, I-Ready Standards Mastery, Chapter, and Unit tests. Most of our Title 1 Funds are utilized for our Resource teacher, Reading Coach, and Paraprofessionals, which help meet the needs of teachers and students in math, reading, and ELL services. The Professional Development will be tailored to specific needs of each grade level during PLC's and Teacher In-Service days. Intervention materials and personnel for after school tutorials are also provided from Title 1 Part A funds. Additionally, Title I Part A funds needs for identified homeless students in the LEA.

Title I Part C funds pay for migrant advocates and home/school liaisons. They also fund extended day and year instruction for migrant students. Intervention materials to be used in after school tutorials are provided by Title I Part C. Classroom visits near year's end and summer school programs are also funded.

Title II funds are used to provide professional development focusing on the needs of students in subgroups not making AMOS. After school tutorials are also funded through Title II.

Title III funds provide resource teachers to work with general education classroom teachers to provide services to ELL students and professional development to teachers.

Title X provides supplemental supplies and tutorials for students identified in the LEA as homeless and in need of these services.

Violence Prevention Programs- Central partners with the Hendry County Sheriff's Department to present the Drug Abuse Resistance Education (DARE) programs to our fifth grade students. Fourth grade students complete a gang prevention program (GREAT). Central uses internal motivation to make positive changes. Teachers work on changing the behavior and using positive reinforcement. Teachers are encouraged and required to notify parents through written and verbal communication prior to referring a student to the office with a referral. Our Behavior Interventionist, Coach Roth, provides students with conferencing and consulting as an intervention before a student receives a referral.

Nutrition Programs - The guidelines from the state are followed in our school concerning school snacks, special events, sale of nutritional foods, etc. Education is provided to the students using the state standards for health.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Melissa Carter	Principal
Allison Shelton	Teacher
Alejandro Vargas	Parent
Claudia Sandoval	Parent
Keisha Smith	Parent
Dixie Romero	Parent
Etosha Slaughter	Parent
Britnee Carver	Parent
Alma Aranda	Parent
Anabel Miranda	Parent
Keri Alford	Principal

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

Central Elementary is continuing to work towards excellence and pushing for growth among our students. Our teachers and staff are working extremely well together to provide each student with on-grade level instruction and interventions for those students in need.

Our focus for the 2015-2016 school year was to not be a bottom 300 school. We did get out of that category – YAY!!! Our science scores definitely helped us in this situation. Our scores increased 16% from 21% to 37% proficient. We are very proud of these accomplishments and will continue to make improvements so that our scores continue to increase. Some strategies that we are implementing this year include: teaching more reading from non-fiction passages, continuing to incorporate non-fiction for AR goals, and the utilization of our very own Science Lab. We believe that our students will be more engaged with these types of lessons being introduced and activities taught in the lab.

Our math proficiency scores increased 9% overall in 3rd-5th grades to a 43%. We are thrilled about the growth, but definitely want a higher proficiency percentage. When we look at our data from the primary grades, we have very few students entering 3rd grade at risk (according to Discovery Ed). As administrators we met with the Leadership Team about implementing a daily review each morning that includes all mathematical concepts for each grade level. This allows for students to continually practice and review with the teacher all of the concepts that they will be assessed on at the end of the year.

We fell 2% from 40% to 38% in Reading. This is an area where we feel we have to focus on the most for the upcoming 2016-2017 school year because we believe this is our greatest area of need. During the summer we created a master schedule for small group instruction for every classroom. Each and every student will receive small group instruction 4 days a week based on their needs. Our schedule has changed quite a few times already since school has started, but we feel that it is imperative that each child receives instruction from a staff/teacher instead of just working independently and/or working in centers. By having small group time for every classroom and providing that support to the teachers, we hope to increase the proficiency of our struggling students and challenge our higher students. During small group time we will focus on standard-based instruction and use close reads to improve the reading and comprehension skills of all of our students. Throughout the year we will use Standards Mastery from I-Ready to track our students' data for these small groups. As for whole group instruction our teachers are using I-Ready, Core Knowledge, and Coach. We feel that these resources will help us cover the standards that are needed for each grade to assist their students to

close the achievement gap.
Writing instruction is no longer taught in isolation. The past few years writing has been taught by implementing new strategies of writing to the text. Teachers are embedding their writing instruction during Reading, Science, and Social Studies. We are hoping that our efforts will pay off.
At CES, our mission is to continuously improve upon high academic excellence, while inspiring each student to reach their potential, in a safe learning environment. I am truly blessed to work with students, teachers, and staff that want nothing more but to be the BEST! I believe our teachers are here to make a difference in the lives of our students and they do so, on a daily basis. We will continue to work together to improve CES!

b. Development of this school improvement plan

The academic areas, focus groups, and goals are pretty much already outlined by the requirements. Our SAC committee (which also includes our School Leadership Committee) does a great deal of the problem solving and collaborating to help find solutions to our barriers. Our SAC also assist in updating such documents as the Parent Involvement and School Compact. SAC will assist in the preparation and evaluation of the School Improvement Plan. The Principal will provide SAC members a copy of the School Improvement Plan and ask for their input in all areas of the plan from barriers to strategies.

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

Our SAC budget this year will be similar to last year's budget with purchasing the Parent Planners and utilizing funds for Technology and student incentices. The Parent Planners are an excellent resource to help remain in constant communication with our parents. It provides the students an organizational method to keep trace of homework and school events, but there is also an area where teachers and parents can communicate personally back and forth for academics and/or behavior. We would also like to increase our technology for student and teacher use and offer students incentives for being successful. SAC members will decide how the School Improvement Funds will be budgeted during the second meeting in October.

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

School Improvement Funds will be allocated to the following projects:
$2,000.00 - Parent Planners
$2,032.00 - Technology/Student Incentives

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
Carter, Melissa	Principal
Berner, Maranda	Teacher, K-12
Morrell, Barbara	Teacher, K-12
Alford, Keri	Assistant Principal

b. Duties

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

After looking at our data, we see that Reading is still our area where we aren't making growth. In order to try and fix this situation we have scheduled where every classroom teacher will receive support throughout the day and during that time will have small groups for every child for at least 30 minutes a day. We will send in all of our resources at one time to each grade level for an hour time period and create small groups depending on the needs of the students. This will help because the lower 25% will continue to have small group instruction on their needs/level and the above level students will continue to be challenged.

Another major initiative this year is that we are using Core Knowledge to integrate Reading, Writing, Science, and Social Studies for our instruction. The students are enjoying the topics and the questioning and readings are at a rigorous level. Even our Enrichment teachers are using literacy to instruct their lessons in their classrooms and to relate stories to topics in their subject.

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.

This is an area I am very excited about here at Central. I feel that the grade groups work very well with one another and teamwork between administrators, teachers, and students is the key to being successful.
1. We have made sure that all grade levels have weekly grade group meetings/PLC's. The topic of each meeting depends on the needs of that grade level. We have done everything from having Professional Development led by administration/coaches, to looking at grade level data, beginning a book a study, evaluating teaching practices, options for center activities, and digging into the standards.
2. PLC/ data morning meetings have been set once every six weeks for each grade level. This is where a grade group each week gets to plan and meet with administration for 30 minutes each morning during their assigned week. This allows teachers extra time for planning and to discuss important evens happening, curriculum discussions, and time to look at data as a whole grade level.
3. Our Leadership Team meets every week as of right now. We discuss events that are going on within the school, difficulties that we are having and try to brainstorm and come up with a solution for them, and having open communication with other areas that we could improve.
4. Our teachers are required to meet once a week with their team to plan and collaborate for the next week's lessons.
5. We have committees that each teacher signs up to be a part of throughout the year. One of those committees is the hospitality committee, which plans times for teachers and staff to spend time together whether it be a luncheon, breakfast, or activities outside of school.

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

In order to recruit we use several different websites provided by the county. The county also provides is with opportunities to attend "teach-in" to recruit new teachers. Once we have a possible candidate we

contact the county office for information to make sure that the candidate is highly qualified. Our county provides a very structured and supportive beginning teacher program in order to retain quality teachers that we hire. Each new teacher at Central is assigned a mentor who is connected with that grade level and has met all of the requirements to be part of the Leadership Team. The administration, along with the coaches, meet with every grade level once a week to provide workshops in areas of need or to problem solve. It is also a requirement to have each grade level plan together once a week. We feel that these additional requirements help the new teachers to assimilate to our school better, make them feel more connected, and assist them with quality teaching.

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

All of our mentors at Central Elementary School are also part of our Leadership Team. Therefore, they are teachers who have passed all the requirements set forth by the county, are very involved in the schools, and have completed all the requirements for Clinical Education. We try to do our best and connect each new teacher with someone from the Leadership Team who is part of his/her grade level.

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 use the textbooks for for all of our main core subjects that have been approved by the state. We have also integrated Core Knowledge in as our ELA curriculum. Each week during planning or grade group meetings, we take a look at the instruction that is being delivered and we use the book as a resource. We pull out the standards and see if what is instructed in the book mirrors the level of proficiency stated in the standard. If it doesn't, the grade group brainstorms other activities or ideas that could reinforce the main standard taught. It is also discussed what other other standards could easily be reinforced during that lesson. We do a great deal of progress monitoring through I-Ready Standards Mastery to look at the proficiency of the students and make adjustments as needed.

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.

We use several forms of data at different grade levels to determine the needs of the students.
Kindergarten - Discovery Ed, I-Ready, Waterford, FLKRS
First Grade - Discovery Ed, I-Ready
Second Grade - Discovery Ed, I-Ready
Third Grade - I-Ready, Performance Matters
Fourth Grade - I-Ready, Performance Matters
Fifth Grade - I-Ready, Performance Matters

After each assessment we asks the teachers to make sure and have that data chat with their students so that they can take ownership of their progress. Scores are then documented and and used to look at during our grade group meetings to help make decisions on students needs. This data also is very important when we look at creating small groups and deciding on whole group instruction within the classrooms.

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

Strategy: After School Program

Minutes added to school year: 2,160

Our Migrant After School Program is for K-5 students who are migrant or ELL students who are below level. During this after school program K-5 students will work in small groups within their grade level to work on Reading and Writing skills. Teachers will be able to use Open Book, I-Ready, and other resources to use for their instruction.

Strategy Rationale

The Migrant After school program is to assist students who have a language barrier and need extra assistance so they can become more successful and be given the additional time they need in order to be more proficient in the language.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Carter, Melissa, carterme@hendry-schools.net

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

We will use I-Ready, Open Book, and Discovery Ed data to track their progress and to help us make decisions for instruction.

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 Elementary has three VPK classrooms with approximately 16-18 students each. The PreK teachers implement phonemic awareness, alphabet recognition, phonics, concept of print, read alouds, number concepts to 20, fine and gross motor skills, and learning centers in their lesson plans. Listening and following directions is also an important component in their lessons.

In collaboration with Eastside and Westside, we host a visitation for all of the local preschools and parents prior to entering Kindergarten. Thsi event usually occurs in May and the preschoolers, with their parents, receive a tour of the school which includes activities in a Kindergarten classroom. Our district also offers VPK to students with highly qualified teachers the summer prior to entering Kindergarten. At the end of the school year we have a "Kindergarten Round Up" where we create an entire evening and reach out to the whole community. We have centers and we even do a little assessment so parents will know what they can work on with their child before they enter Kindergarten.

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.

The administrators meet with each of our third, fourth, and fifth grade students individually and discuss their assessment data, their future goals, the different academic programs that our schools in Hendry County offer, and what they need to be successful. We also work on creating individual goals with each student. We believe that this one-on-one time will help students start planning for their future.

This year we will also encourage each grade group to either invite at least one person from the community in during a concept that would relate to their profession or either visit somewhere to expose the students to a profession.

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.

The administrators meet with each of our third, fourth, and fifth grade students individually and discuss their assessment data, their future goals, the different academic programs that our schools in Hendry County offer, and what they need to be successful. We also work on creating individual goals with each student. We believe that this one-on-one time will help students start planning for their future.

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.

From our FSA data for 2015-2016 we showed significant growth in the areas of math and science as a school. We hope to continue showing that growth and really focus on our ELA proficiency, in that we decreased by 2% last year.

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.

The team feels plans put in place for the previous school year were effective. The foundation has been laid and now the teachers need support to build upon that foundation. With foundational teaching methods in place we need to support the teachers in increasing the rigor of their whole group and small group lessons.

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.   If student engagement is increased through the use of research-based instructional strategies paired with student feedback that ensures the achievement of learning expectations, then growth and proficiency will be demonstrated.

G2.   If teachers implement purposeful, rigorous, standards-based instruction by utilizing data to plan and drive small group instruction, then there will be an increase in the number of proficient students for Reading and Math.

Strategic Goals Detail

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

G1. If student engagement is increased through the use of research-based instructional strategies paired with student feedback that ensures the achievement of learning expectations, then growth and proficiency will be demonstrated. 1a

🔑 G087277

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	41.0
FSA Mathematics Achievement	46.0
FCAT 2.0 Science Proficiency	40.0

Targeted Barriers to Achieving the Goal 3

- Lack of understanding what Student Engagement is in the classroom.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Support Personnel - Paraprofessionals, ESE Teachers, Coach, & Resource Teacher will be able to assist teachers when implementing activities and lessons for the students; including small group activities and lessons.

- Technology - Classroom technology such as document cameras, interactive boards, and chromebooks / student computers will allow teachers to plan lessons for the class so that the students are more involved in learning.

- Manipulatives - Will be used so that students can have a deeper understanding of the content and work together with other students to come up with solutions.

- Engage NY website - Interactive website to use with the teacher's instruction in Reading, Writing, Science, and Social Studies.

- Science Lab - Teachers will be able to take their students into the lab to work with hands on activities.

Plan to Monitor Progress Toward G1. 8

Classroom observations and Lesson Plan checks

Person Responsible
Melissa Carter

Schedule
Quarterly, from 8/10/2016 to 5/26/2017

Evidence of Completion
Classroom observations, lesson plan checks, planning meeting notes

G2. If teachers implement purposeful, rigorous, standards-based instruction by utilizing data to plan and drive small group instruction, then there will be an increase in the number of proficient students for Reading and Math. `1a`

🔑 G087278

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	41.0
FSA Mathematics Achievement	46.0

Targeted Barriers to Achieving the Goal `3`

- Some teachers do not utilize the PLAN, DO, CHECK, ACT in forming small group instruction for Reading and Math.

- Time

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

- Core Knowledge Curriculum

- iReady Reports (k-5) Reading and Math

- ReadWorks.org

- Coach Reading

- Coach Math

- iReady Toolbox

- Title 1 Resource Teacher/Reading Coach

- Special Area Teachers

- Paraprofessionals

- ESE Teachers

- iReady Standards Mastery

- Go MATH

Plan to Monitor Progress Toward G2. `8`

Data collected from iReady reports and Discovery Ed Progress Monitoring checklists will increase student achievement.

Person Responsible
Melissa Carter

Schedule
Biweekly, from 8/29/2016 to 5/26/2017

Evidence of Completion
Small group lesson plans, meeting minutes, iReady progress monitoring reports, iReady diagnostic reports

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. If student engagement is increased through the use of research-based instructional strategies paired with student feedback that ensures the achievement of learning expectations, then growth and proficiency will be demonstrated. [1]

🔑 G087277

G1.B1 Lack of understanding what Student Engagement is in the classroom. [2]

🔑 B231999

G1.B1.S1 Teachers will use a variety of activities and strategies when delivering instruction so that students are fully engaged. [4]

🔑 S244803

Strategy Rationale

Teachers continue to use the same instructional deliveries and not introducing new strategies for student engagement.

Action Step 1 [5]

Teachers will meet with their grade group on a weekly basis and share Student Engagement activities that can be incorporated into their lesson plans.

Person Responsible

Melissa Carter

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Lesson plans, classroom observations, planning meeting notes

Action Step 2 [5]

Teachers will highlight their Student Engagement Activities in their lesson plans.

Person Responsible

Melissa Carter

Schedule

On 5/26/2017

Evidence of Completion

lesson plans, classroom observations, planning meeting notes

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

Classroom observations will be conducted on a weekly basis to ensure student engagement is occurring in the classroom. Lesson plan checks will occur regularly to check on Student Engagement activities as well.

Person Responsible

Melissa Carter

Schedule

Every 3 Weeks, from 8/10/2016 to 5/26/2017

Evidence of Completion

Lesson Plans, classroom observations, planning meeting notes

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

Classroom observations will be conducted on a weekly basis to ensure student engagement is occurring in the classroom. Data will be collected from classroom observations.

Person Responsible

Melissa Carter

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Lesson plans, classroom schedules, classroom observations, student data

G2. If teachers implement purposeful, rigorous, standards-based instruction by utilizing data to plan and drive small group instruction, then there will be an increase in the number of proficient students for Reading and Math. 1

🔑 G087278

G2.B1 Some teachers do not utilize the PLAN, DO, CHECK, ACT in forming small group instruction for Reading and Math. 2

🔑 B232000

G2.B1.S1 There will be progress monitoring of students' performance on a regular basis by utilizing iReady Reading Standards Mastery. We will also make sure when administration is meeting with teachers we are looking at diagnostic assessment data as well. 4

🔑 S244804

Strategy Rationale

Plan Do Check Act is a model of continuous improvement where teachers plan for a change in instruction, test the change, carry out the plans for the change, review the progress monitoring and act based on what has occurred with their students. This will increase student achievement.

Action Step 1 5

There will be progress monitoring of skills on a regular basis and weekly PLC meetings will be conducted to discuss data and planning meetings to discuss small group instruction and resources that will be used.

Person Responsible

Melissa Carter

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Small group lesson plans, meeting minutes, progress monitoring data

Action Step 2 `5`

There will be progress monitoring of skills on a regular basis utilizing the iReady Standards Mastery program in Reading.

Person Responsible

Melissa Carter

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

iReady progress monitoring reports, small group lesson plans, PLC meeting minutes and agendas

Action Step 3 `5`

Teachers will develop small groups for Reading and Math after weekly progress monitoring has occurred.

Person Responsible

Melissa Carter

Schedule

Daily, from 8/29/2016 to 5/26/2017

Evidence of Completion

Lesson Plans, Small group lesson plans, progress monitoring data, meeting minutes and agendas

Action Step 4 `5`

Reading Coach will provide support and model for teachers small group instructional lessons based on progress monitoring data.

Person Responsible

Maranda Berner

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Coach's Log, coach's lesson plan, coach's calendar

Action Step 5 5

Administration will facilitate progress monitoring data in order to increase student achievement.

Person Responsible

Melissa Carter

Schedule

Weekly, from 8/29/2016 to 5/26/2017

Evidence of Completion

iReady class progress monitoring reports, Discovery Ed Data

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

Weekly PLC meetings will be conducted to review students performance of necessary skills.

Person Responsible

Melissa Carter

Schedule

Weekly, from 9/5/2016 to 5/26/2017

Evidence of Completion

Small group lesson plans, meeting minutes, data from iReady.

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

Administration will analyze iReady and Discovery Ed progress monitoring data by classrooms to increase
student achievement.

Person Responsible

Melissa Carter

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Small group lesson plans, meeting minutes, iReady progress monitoring data

G2.B2 Time 2

🔑 B232001

G2.B2.S1 Teachers find it hard to schedule small groups and schedule push-in resource staff. 4

🔑 S244805

Strategy Rationale

Since we feel that small group instruction is so important we (administration) scheduled all push-in times for each grade level.

Action Step 1 5

Small Group Instruction schedule for all Resource and ESE teachers, as well as paraprofessionals.

Person Responsible

Melissa Carter

Schedule

Annually, from 8/2/2016 to 5/26/2017

Evidence of Completion

Small Group Schedule given to all staff and updated as needed to meet the needs of all students.

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

Weekly PLC meetings will be conducted to plan and monitor Small Group instruction.

Person Responsible

Melissa Carter

Schedule

Weekly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Classroom observations, small group lesson plans, and weekly PLC and grade group planning meetings

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

Administration will analyze iReady progress monitoring data to ensure student success.

Person Responsible

Keri Alford

Schedule

Weekly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Small group lesson plans and iReady progress monitoring data

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 M329413	Classroom observations and Lesson Plan checks	Carter, Melissa	8/10/2016	Classroom observations, lesson plan checks, planning meeting notes	5/26/2017 quarterly
G2.MA1 M329418	Data collected from iReady reports and Discovery Ed Progress Monitoring checklists will increase...	Carter, Melissa	8/29/2016	Small group lesson plans, meeting minutes, iReady progress monitoring reports, iReady diagnostic reports	5/26/2017 biweekly
G1.B1.S1.MA1 M329411	Classroom observations will be conducted on a weekly basis to ensure student engagement is...	Carter, Melissa	8/22/2016	Lesson plans, classroom schedules, classroom observations, student data	5/26/2017 weekly
G1.B1.S1.MA1 M329412	Classroom observations will be conducted on a weekly basis to ensure student engagement is...	Carter, Melissa	8/10/2016	Lesson Plans, classroom observations, planning meeting notes	5/26/2017 every-3-weeks
G1.B1.S1.A1 A316969	Teachers will meet with their grade group on a weekly basis and share Student Engagement activities...	Carter, Melissa	8/10/2016	Lesson plans, classroom observations, planning meeting notes	5/26/2017 weekly
G1.B1.S1.A2 A316970	Teachers will highlight their Student Engagement Activities in their lesson plans.	Carter, Melissa	8/10/2016	lesson plans, classroom observations, planning meeting notes	5/26/2017 one-time
G2.B1.S1.MA1 M329414	Administration will analyze iReady and Discovery Ed progress monitoring data by classrooms to...	Carter, Melissa	8/22/2016	Small group lesson plans, meeting minutes, iReady progress monitoring data	5/26/2017 weekly
G2.B1.S1.MA1 M329415	Weekly PLC meetings will be conducted to review students performance of necessary skills.	Carter, Melissa	9/5/2016	Small group lesson plans, meeting minutes, data from iReady.	5/26/2017 weekly
G2.B1.S1.A1 A316971	There will be progress monitoring of skills on a regular basis and weekly PLC meetings will be...	Carter, Melissa	8/10/2016	Small group lesson plans, meeting minutes, progress monitoring data	5/26/2017 weekly
G2.B1.S1.A2 A316972	There will be progress monitoring of skills on a regular basis utilizing the iReady Standards...	Carter, Melissa	8/10/2016	iReady progress monitoring reports, small group lesson plans, PLC meeting minutes and agendas	5/26/2017 weekly
G2.B1.S1.A3 A316973	Teachers will develop small groups for Reading and Math after weekly progress monitoring has...	Carter, Melissa	8/29/2016	Lesson Plans, Small group lesson plans, progress monitoring data, meeting minutes and agendas	5/26/2017 daily
G2.B1.S1.A4 A316974	Reading Coach will provide support and model for teachers small group instructional lessons based...	Berner, Maranda	8/10/2016	Coach's Log, coach's lesson plan, coach's calendar	5/26/2017 weekly
G2.B1.S1.A5 A316975	Administration will facilitate progress monitoring data in order to increase student achievement.	Carter, Melissa	8/29/2016	iReady class progress monitoring reports, Discovery Ed Data	5/26/2017 weekly
G2.B2.S1.MA1 M329416	Administration will analyze iReady progress monitoring data to ensure student success.	Alford, Keri	8/29/2016	Small group lesson plans and iReady progress monitoring data	5/26/2017 weekly
G2.B2.S1.MA1 M329417	Weekly PLC meetings will be conducted to plan and monitor Small Group instruction.	Carter, Melissa	8/29/2016	Classroom observations, small group lesson plans, and weekly PLC and grade group planning meetings	5/26/2017 weekly
G2.B2.S1.A1 A316976	Small Group Instruction schedule for all Resource and ESE teachers, as well as paraprofessionals.	Carter, Melissa	8/2/2016	Small Group Schedule given to all staff and updated as needed to meet the needs of all students.	5/26/2017 annually

V. Professional Development Opportunities

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

G1. If student engagement is increased through the use of research-based instructional strategies paired with student feedback that ensures the achievement of learning expectations, then growth and proficiency will be demonstrated.

G1.B1 Lack of understanding what Student Engagement is in the classroom.

G1.B1.S1 Teachers will use a variety of activities and strategies when delivering instruction so that students are fully engaged.

PD Opportunity 1

Teachers will meet with their grade group on a weekly basis and share Student Engagement activities that can be incorporated into their lesson plans.

Facilitator

Keri Alford, Maranda Berner, Barbara Morrell

Participants

All Classroom Teachers

Schedule

Weekly, from 8/10/2016 to 5/26/2017

G2. If teachers implement purposeful, rigorous, standards-based instruction by utilizing data to plan and drive small group instruction, then there will be an increase in the number of proficient students for Reading and Math.

G2.B1 Some teachers do not utilize the PLAN, DO, CHECK, ACT in forming small group instruction for Reading and Math.

G2.B1.S1 There will be progress monitoring of students' performance on a regular basis by utilizing iReady Reading Standards Mastery. We will also make sure when administration is meeting with teachers we are looking at diagnostic assessment data as well.

PD Opportunity 1

There will be progress monitoring of skills on a regular basis utilizing the iReady Standards Mastery program in Reading.

Facilitator

iReady facilitators and coaches

Participants

All 2-5 classroom teachers

Schedule

Weekly, from 8/10/2016 to 5/26/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Teachers will meet with their grade group on a weekly basis and share Student Engagement activities that can be incorporated into their lesson plans.				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	Title I, Part A		$0.00
			Notes: Dr. Mundy will provide Professional Development on Tuesday in the area of writing. Teachers will be paid a stipend of $120.00 per 6 hours of Professional Development.			
2	G1.B1.S1.A2	Teachers will highlight their Student Engagement Activities in their lesson plans.				$0.00
3	G2.B1.S1.A1	There will be progress monitoring of skills on a regular basis and weekly PLC meetings will be conducted to discuss data and planning meetings to discuss small group instruction and resources that will be used.				$0.00
4	G2.B1.S1.A2	There will be progress monitoring of skills on a regular basis utilizing the iReady Standards Mastery program in Reading.				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	Title I, Part A		$0.00
5	G2.B1.S1.A3	Teachers will develop small groups for Reading and Math after weekly progress monitoring has occurred.				$0.00
6	G2.B1.S1.A4	Reading Coach will provide support and model for teachers small group instructional lessons based on progress monitoring data.				$0.00
7	G2.B1.S1.A5	Administration will facilitate progress monitoring data in order to increase student achievement.				$0.00
8	G2.B2.S1.A1	Small Group Instruction schedule for all Resource and ESE teachers, as well as paraprofessionals.				$0.00
					Total:	$0.00