

The School District of Palm Beach County

Hope Centennial Elementary School



2017-18 Schoolwide Improvement Plan

Hope Centennial Elementary School

5298 STACY ST, West Palm Beach, FL 33417

<https://hcel.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	98%
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	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	B

**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 Palm Beach County School Board on 11/8/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Hope Centennial Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Hope Centennial's mission is to provide a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

b. Provide the school's vision statement.

As part of Palm Beach County School District, Hope Centennial envisions a dynamic collaborative multicultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

2. School Environment

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

The school develops strong relationships by fostering positive communication between parents, teachers, students, administrators and the community. Examples of this include, the School Advisory Council, parent meetings, conferences, community activities, parent engagement training and daily interactions which are face to face, in writing and via phone. Parents and students are encouraged to have a voice and collaborate with school administrators, faculty and staff in making decisions. The principal surveys parents to determine needs as well as challenges families face. Support measures are implemented to meet these needs. Relationships are built through a common understanding of the student's needs and the cultural background of parents and community. There is a shared respect and desire to provide the tools necessary to help our students succeed, and that is the greatest relationship builder of all.

At Hope Centennial, our Single School Culture embodies academic excellence for all students as well as an in-depth appreciation for multicultural diversity, as required by School Board Policy 2.09 (8)(b)(i). Students are taught using differentiated instruction geared towards increasing student engagement. This year, Hope will be using Foundations in grades K and 1, the textbook series Advance in English and Adelante in Spanish. Two teachers in each literacy block will work together to facilitate small group instruction. Literacy instruction will include balanced literacy, specific targeted standards instruction, differentiated computer-based instruction through I-Ready and I-Station for the Spanish DL classes. This instruction will be delivered using the rotational model, using data to inform our instruction. The literacy block will include the Science and Social Studies standards as the themes with which teachers will teach reading. Students will also learn to write across the content areas. Math, Science and Social Studies will be taught in connection with English Language Arts to further develop background knowledge in the content areas. In the area of math, students will participate in standards-based instruction with the rotational model as a format for instruction in order to differentiate learning.

All students are immersed in rigorous tasks encompassing the full intent of the standards. Evidence of this is that students are actively immersed and engaged with complex texts (Benchmark Series), instructional tasks and talk using evidence from the text. Students create work samples that are standards-based and rigorous. They are actively engaged in a positive progression of mathematical practices that relate new concepts to prior skills. Teachers gradually release to students so that they

can master and apply the skills in rigorous problem solving situations, as intended by the Florida Standards.

All students are actively engaged in building, connecting and applying knowledge. Lessons are designed to engage students in purposeful, relevant, real-world problems. Through writing, projects and research, students are able to demonstrate understanding of their learning.

Our school-wide behavior expectations are managed through CHAMPS, which is a proactive and positive approach to classroom management that includes Conversation, Help, Activity, Movement and Participation. At Hope Centennial the school-wide behavior expectations matrix includes behaviors that evidence students being Responsible, Respectful, Safe, Peacemakers and Green. This year we will be adding the concept of being a "SCHOLAR" along with the successful academic and social behaviors associated with this concept. This highly effective academic and behavioral climate allows for students and teachers to have successful interactions that lead towards building successful relationships. These behavioral expectations are shared with students through formal in-class education sessions, assemblies and daily reinforcement from relationship experts (SSFs, administrators and counselors). Parents are invited to learn about our school environment and culture through a School Advisory Counsel Meeting and two annual parent meetings. This year, we will also have a counselor on the Fine Arts Wheel, addressing positive school-wide behavior qualities and characteristics as students rotate to counseling every 6 days.

In addition, in order to strengthen the student's relationship with other cultures and their own, teachers infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust (grades 3-5)- Teachers encourage student projects, art, and research on the history of the Holocaust.
- History of Africans and African Americans (grades PK-5)- To support the historical contributions of African Americans and promote cultural diversity and understanding in our school, students present parent/community performances during the month of February highlighting literature, poetry, art, dance, the civil rights movement and other important African American contributions. In this manner, cultural equity, pride and acceptance is fostered in our students. The Step and Dance team also embraces the celebration of the historical contribution of Africans and African Americans in their presentations to students, families and the community.
- Hispanic Contributions (grades PK-5)- To highlight and celebrate the Hispanic contributions to our history, students in the dual language classes as well as across grade levels participate in an end-of-year performance highlighting the Hispanic contributions to literature, music, art, and dance. This solidifies our dual language program and promotes cultural sensitivity and acceptance in our school and community.
- Women's Contributions (grades PK-5)- Women contributions are infused through the Social Studies and ELA curriculum. Students share these contributions through writings, classroom presentations and discussions with peers.
- Sacrifices of Veterans (grades PK-5) and Flag Education (grades 4-5)- The music teacher directs the school chorus (grades PK-5) to celebrate the accomplishments of our men and women of service. Parents and the community are invited to a Patriotic Celebration in May that encompasses these areas. Students also learn about the history of these important themes through the ELA curriculum and Social Studies units.
- History of the United States (grades 2-5)- Students learn U.S. history through rigorous, engaging,

hands-on curriculum throughout the year. Students make artifacts, write essays, reports and research papers on the topics covered in class. African American and Hispanic contributions to history are highlighted to promote understanding, cultural pride and diversity.

- Conservation of Resources (grades PK-5)- Hope Centennial is a green school. Students participate in recycling and conservation activities throughout the year. On Earth Day, students learn about the earth's resources and participate in hands-on activities promoting conservation. They also attend field trips to local nature preserves.
- Health Education (grades PK-5)- Hope Centennial was designated a model school for the Commit To Be Fit program in 2016-17 and was a Silver prize winner of the 2014 wellness award. Our students participate in wellness education, the fruits and vegetable program, Tooth Fairy (grade 2), health and vision screenings, as well as human growth and development.

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

The Pillars of Effective Instruction lead our practices in providing all students with opportunities that will support their academic success. Teachers focus on standards-based instruction that is personalized where students are engaged and teachers have high expectations of all students. The quality of education students experience through application of the pillars lead to increased student outcomes.

In PBCSD, we embrace a Single School Culture for Academics. This research-based process utilizes effective practices from the Efficacy Institute, Standards in Practice from Education Trust and Assessment Literacy based on the Stiggins model. Teachers receive training and meet through PLCs to discuss academic targets, unpacking of standards, analysis of student data, academic alignment and focus, effective strategy discussions and analysis of student work samples. Students also participate in this process through teacher-student data chats, feedback and action-planning. In this manner, student take ownership of their learning and corrective feedback.

To ensure a safe environment, administrators, teachers and staff diligently supervise students at all times during arrival, school hours, dismissal, as well as after-school activities. Through a common school-wide positive behavior culture reinforced through CHAMPS, students learn to speak to each other with respect, value cultural differences and understand that positive thinking and positive behaviors lead to positive lifelong outcomes. Throughout the year, anti-bullying education is taught to all students through our fine arts classes, assemblies as well as in the regular classroom setting. The administrators and teachers collaborate to implement rewards and incentives to students caught following the school-wide positive behavior approach, in the form of PAWS, recognition and celebratory functions. Clear expectations are reinforced in all areas of the school through adult modeling, conflict resolution, restorative justice, peer counseling and formal/informal counseling sessions with a certified counselor. This year, our school counselor will reinforce the positive school-wide behaviors and expectations through character education as part of the 6 day Fine Arts rotation. In this manner, all students will be reached. At Hope, it is a team approach. As adults model appropriate behaviors, students take ownership of these as well.

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

We use the CHAMPS classroom behavior management system and School-wide Positive Behavior Interventions in order to optimize learning opportunities for all. Trained professionals, such as a two school counselors, one of which is a bilingual counselor (Spanish), and two Social Services

Facilitators (one who is fluent in Haitian Creole and the other who has served many years as a behavior interventionist in this community) are readily available to counsel students in crisis, conduct conflict resolution meetings, and assist to identify outside services the student may need in order to modify behavior. Discipline is fairly and consistently followed using the Palm Beach County School District's disciplinary matrix tiered by level of offense. Incidents are reported with fidelity using SESIR, the School Environmental Safety Incident Reporting system. Parents are notified and involved in developing action plans to reduce behavioral incidents. Students are identified for school-based team as needed in order to implement behavioral interventions that can lead to positive behavioral outcomes. Teachers have call buttons that they can access from their room for emergency situations. Administrators and the members of the crisis team mentioned earlier (counselors and facilitators) respond to these calls immediately to ensure safety and uninterrupted learning. Assigned personnel keep logs of these calls for data analysis and further behavioral intervention. In addition, at Hope we hold two school-wide assemblies with students and parents to discuss our behavior matrix and guidelines so that parents can participate in reinforcing positive behavior in the home. We recognize and value our parents as partners in supporting our behavior expectations. All teachers are trained and updated in CHAMPs and the SwPBS team meets regularly to review and discuss classroom discipline data to ensure students are learning successfully.

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.

Trained professionals implement evidence-based strategies in order to develop cultural awareness, improve student-teacher relations, and to close existing social justice and equity gaps. These include two counselors, one of them is bilingual counselor who speaks Spanish and has an extensive background in mental health services, a Social Services Facilitator, and two Social Services Facilitators (one who is fluent in Haitian Creole and English and the other has served many years as a behavior interventionist in this community), and a School Psychologist. These specialists are readily available to counsel students in crisis, conduct conflict resolution meetings, and assist to identify outside services the student may need in order to modify behavior. In addition, the administrators and counselors work closely with outside agencies such as Mobile Crisis, Multilingual, Henderson and other mental health agencies in order to collaborate and determine action plans, tiered interventions or the need for further evaluation. A proactive approach is used at the school where students are "visited" at the beginning of the day to assess possible needed interventions by the guidance counselors, social services facilitators and administrators. Identified personnel actively engage with the students to provide a differentiated delivery of services based on student/school need. These include core interventions (i.e., classroom guidance, workshop, assembly), supplemental interventions, (i.e., solution-focused small group counseling), and intensive supports (i.e., individual counseling/advisement, and/or referral to community resources). At Hope, we also build after school programs that are designed to build self-esteem and a sense of scholarship. Through the Girls and Boys Elite Scholar Club, students are mentored and tutored so that they can learn to goal-set and achieve benchmarks in academics and in the social/community arena. These groups are sponsored by our teachers, counselors and social service facilitators. There is evidence that students who participate in these groups, develop a positive connection to learning and thereby experience greater academic and social success than they were previously experiencing.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Attendance: Through the Discipline dashboard, administrators are able to monitor attendance and tardies. In addition, SIS stores up-to-date attendance data which is monitored by administrators,

teachers, the school counselor assigned to truancy and the attendance clerk. Home visits are conducted for students who demonstrate a chronic issue with attendance.

Suspension Rate: Through SIS and EDW (Educational Data Warehouse), suspension rates are stored by name, incident and days suspended. Demographic data is also kept in this file. For the last two years, Hope has significantly reduced its' suspension rate through a positive behavior system and culture.

Scoring a level 1 in statewide assessments: Prior-year Performance Matters, EDW reports are available as well as predictor diagnostic exams and mini assessments created by the district and area office throughout the year. SIS also stores this information.

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	14	22	9	17	8	9	0	0	0	0	0	0	0	79
One or more suspensions	2	4	2	13	3	2	0	0	0	0	0	0	0	26
Course failure in ELA or Math	16	50	29	57	34	23	0	0	0	0	0	0	0	209
Level 1 on statewide assessment	0	0	0	52	39	49	0	0	0	0	0	0	0	140

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	4	12	6	51	31	22	0	0	0	0	0	0	0	126

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

Attendance: Letters are sent home for excessive tardies and missing 10 or more days. The principal monitors attendance through EDW Dashboard. Truancy meetings with the parents are conducted by administrators in order to identify the cause for absence. The school counselor monitors truancy on a weekly basis, making home phone calls. Home visits are conducted by the Social Services Facilitators and school counselor accompanied by a school police officer in order to conduct well checks. In addition, support to students attending school less than 90% of the time is provided through the School-based team process where interventions and action plans are established by the team. Outside agency referrals are done in order to support the family as needed.

Suspension Rate: teachers, parents, students and staff are trained in the implementation of school-wide positive behavior interventions. Teachers use corrective behavior interventions prior to formal discipline. These are designed to modify behavior in a positive manner. Mentoring clubs are established to positively influence at-risk students. This includes the Elite Academic Girls Club and Elite Academic Boys Club. These clubs foster positive self-esteem through enriched academic activities as well as social events (i.e., talent show, recycled materials fashion show, career initiatives etc.). Highly effective teaching and differentiated instruction is in place to minimize off-task behavior. SBT actively identifies and meets weekly to address interventions and tiered support. We have two Social Service Facilitators and two school counselors who meet with and provide interventions for students in crisis, small group and individual counseling, extended support to the home, as well as

referrals to community agencies.

Level 1 students: are supported through Foundations, Leveled Literacy Intervention (LLI), standards based differentiated instruction, small group instruction, highly engaging lessons, tutoring, push-in classroom support from literacy coaches in ELA, Math, Writing and Science; frequent admin/teacher and teacher/student data-chats, aligned individualized instruction, and computer-based ELA and Math instruction through I-Ready. In addition, the use of FCIM is in place in order to instruct, assess and reteach as necessary. For K-2 and targeted students in 3-5, Foundations is in place as well as Wilson instruction. For grades 4-5, students are receiving 45 minutes of Just Words instruction, a research-based vocabulary program. All students in grades K-5 are receiving an additional hour in reading instruction using one or more of the previously described interventions.

In order to maintain and enrich reading fluency, students in grades 3-5 receive extended opportunities with Reading Plus.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

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

2. Description

Increase the participation in SAC of parents that represent the diverse student population.

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.

At Hope Centennial, we sustain partnerships with the local community by including parental input and collaborative decision-making feedback collected during SAC meetings, Open House, Curriculum Night trainings, Title I annual meeting among other activities. This year we are partnering with Houghton Mifflin Harcourt (HMH) Family Engagement. Parents will be invited to participate in monthly "Parents of Scholars" meetings in order to learn valuable skills in helping their child succeed in school. The goal of this comprehensive family engagement program is to improve student achievement. Facilitators in Creole and Spanish as well as two Socials Service Facilitators and Counselors lead these discussions. The focus of these meetings is to educate and support families, especially ELL families.

In addition, parents are able to participate in other school-related activities such as Math and Science Night in order to develop a collaborative educational relationship between the school and the parent that ultimately benefits the student. The school maintains open communication with parents via Edline, Parent Link and face to face daily interactions. Classroom and school-wide news are communicated as well through flyers translated in the parent's native language (Spanish or Creole). Our parent resource room provides access to parents for needed resources and assistance. Two computers are available for parent use in order to explore educational resources for their child and to access district parental support websites.

Teachers and staff are encouraged to send positive communication home such as notes, letters and certificates of achievement. In addition, positive phone calls are also made to parents in order to foster effective partnerships. In the case of students struggling academically or emotionally, referrals to the social services facilitator and/or school counselor lead to developing a student action plan that may include referral to a school-based team. During structured school-based team meetings, the student's needs and interventions are discussed. The parent is an active part of this process. In this manner, collectively, the school, parent and community agencies work to support the support with the end goal if increased achievement and increased social/emotional well-being.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Tomas Andres, Awilda	Principal
Moore, Anthony	Assistant Principal
Gore, Tina	Other
Griffith, Cari	Teacher, K-12
Knight, CyNichele	Instructional Coach

Dirienzo, Cristin

b. Duties

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

The school-based team is composed of the principal, assistant principal, guidance counselor, school psychologist, exceptional student education coordinator and staff, 504 designee (school counselor), ELL coordinator (multicultural staff), Single School Culture Coordinator, teacher, parent and student. Each member assists to analyze the core and supplemental interventions by looking at the data in order to determine if further interventions are necessary to ensure student success. Students scoring in the lowest quadrant of proficiency are reviewed for being at-risk. During the school-based meetings, team members problem-solve the effectiveness of the core instruction, resource allocation, teacher-support system and how the teacher is meeting individual student needs. From this, the team determines if further interventions are needed, such as community agency supports, supplemental academic instructions and/or an increase in resources to assist the student. It is the goal of our school's MTSS and SIP process to provide a safe and effective learning environment for targeted students to promote increased academic achievement for all students.

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

The school-based team follows a structured problem solving process in order to ascertain if the student's academic and behavioral needs are being met. In cases where students are not responding

effectively to tier 1 support with the classroom teacher, a an initial referral is taken from the teacher which includes, documentation for the reason for the referral, parental contacts and conferences, prior actions taken by the teacher as well as notes regarding the academic and/or behavioral concerns with the student. The teacher completes a student information checklist in the areas of behavior, independent functioning, physical symptoms and atypical behavior. Also, the performance levels in the areas of reading, math, writing, oral language and gross and fine motor development are recorded. Two observation reports are taken by the teacher and another professional working with the student. Two conference staffing records are secured with the parents of the student and an English Language Learner (ELL) student programmatic assessment and academic placement review is completed if applicable. The team reviews this packet to determine effective interventions and provides support and follow-up to students and families in need. The team meets weekly with all professionals that are supporting the student. During this process, general and special education approaches, geared towards providing high quality standards-based instruction are implemented with fidelity and monitored for success. At our school, there is a tiered model of delivery of instruction, including core instruction, supplemental academic instruction (SAI), intensive instruction (iii), and an extra hour of reading instruction a day.

Title I funds are used to fund instructional resources, i.e. two resource teachers, a half-time computer instruction teacher, lap-top computers, ink and supplies. Title I funds are also used to fund parental involvement training materials, food and postage, tutorial services and instructional supplies for materials for the classroom. We also fund two social services facilitators with title I monies. Migrant students are provided services and support according to individual student needs. Title II funds are received by the district to improve basic education programs through the purchase of small equipment. Title III services are provided through the district for educational materials and ELL (English Language Learner) district support services for ELL students. Title X Homeless funds are used to support and meet the needs of homeless students by funding resources and transportation for students identified as homeless by the McKinney Vento Act. Through this act, barriers for a free and appropriate education are reduced for homeless students. Our Supplemental Academic Instructor (SAI teacher), focuses on working with low performing third graders, retained third graders, and good cause third graders performing in the lowest 25% percentile in reading. This instruction is provided in addition to the regular reading block and the additional hour of reading instruction. Our violence prevention programs include character education classes offered by a certified guidance counselor seeing K-5 students on a daily basis as a special on the wheel. These classes are offered on an 8-day rotation basis where students are taught conflict resolution skills and increased communication and interaction between students of diverse backgrounds. In addition, we have two Social Services Facilitators who work with students on using the CHAMPS behaviors currently implemented school-wide. The CHAMPS program effectively assists to prevent violent encounters through character building and clear procedural expectations. In addition, at Hope Centennial, our school integrates single school culture by sharing our universal guidelines for success following our behavioral matrix and teaching expected behaviors, communicating with parents and monitoring SwPBS (school-wide positive behavior support). We update our action plans during learning team meetings and instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons and implementation of SwPBS programs. Hope Centennial is an innovator in maintaining a nutritional program for all of our students. All students receive a free breakfast and through our Commit 2B Fit program, students receive an agenda to encourage fitness and healthy eating behaviors. We have renewed a \$30,000 grant this year for fruits and vegetables to be served to our students in addition to the healthy selections they receive in their daily breakfast and lunch choices. We have two health/fitness coordinators at our school that promote healthy tips and activities for teachers to implement with their students.

The administration and staff work closely with the community building a partnership to meet the needs of our students. Some of our business partners include Horace Mann. Rodriguez Enterprises,

Chick Fil' A, Buffalo Wild Wings, Value Teacher Retirement Planning, National Teacher's Association (NTA) and Subway.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Awilda V. Tomas-Andres	Principal
Tina Gore	Teacher
Marie Bigoud	Parent
Francisca Gonzalez	Parent
Maria Macario	Parent
Judith Lundi	Parent
Maria Cruz	Parent
Jenna Mahle	Parent
Enise Telusme	Parent
Elevit Chavez	Parent
Cari Griffith	Teacher
Belinda Chavers	Parent
Taina Nelson	Teacher
Tabitha Bonnet	Parent
Annette Solis	Education Support Employee
Deputy O'Leary	Business/Community
Lorraine Box	Parent
Kimberly Box	Student

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

During the year at regular SAC meetings, the parents actively discussed the SIP, parent compact, PIP as well as the school improvement plan goals and action plan. In evaluating last year's school improvement plan, it was noted that Hope Centennial had extraordinary academic accomplishment by going from a baseline rating of a C by earning 44% of the points up to a very high C at 53% of the points. The rating was 1% away from a B rating. This year's goal is to provide effective and relevant instruction, embed cultural competence, equity and access in order to increase grade level performance across content areas. SAC voted to approve this goal in May 18, 2016 for the FY school year along with the aligned strategies. In this manner, Hope Centennial's focus of increasing proficiency will continue, aligned to the district strategic long term goal of reaching 75% proficiency in reading by the 3rd grade.

b. Development of this school improvement plan

The SAC members have direct input and decision-making power into the school improvement plan including preparation of Hope Centennial's annual budget. The SAC members will also decide the use of school improvement funds through vote. Parents gave input and voted to accept the SIP for FY 17 on May 18, 2016.

In order to reach the FY17 SIP goal of providing effective and relevant instruction, embedding cultural competence, increasing equity and access for all students in order to increase grade level performance across content areas, the following strategies will be in place:

1. Providing instructional research-based programming customized to individual student strengths, needs and interests. This will be accomplished by the addition of one math, one reading and one and a half computer resource teachers. These teachers will use I-ready computer software instruction and practice, Waggle, and small group instruction (push-in and pull-out).
2. Implementing Foundations for kindergarten and first grade classes as well as Willson for targeted students.
3. Align new and existing community and parent partnerships with the assistance of the two Social Service Facilitators. They will train, educate and provide parent resources to reduce student absenteeism and disciplinary events. The extensive interventions and parental support provided by the facilitators will also help to build parental involvement and reduce student's social-emotional risk factors that serve as barriers to learning. The SSFs will also provide in-classroom support, mentoring, and critical one-on-one academic and social-emotional interventions. These will lead to increased academic achievement and a stabilized social/emotional setting for at-risk students.

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

The SIP budget breakdown is as follows:

Total Budget \$ 295,692.23 (Family Involvement Set-Aside = \$3,970.28

These funds will go towards funding the following resources to support instruction

Computer Resource Teacher

Half-time Computer Teacher for K-2

Math Resource Teacher

Computers (laptops)

Tutorials

Foundations Kits for grades K and 1

(2) Social Service Facilitators

Classroom Supplies and Family Involvement supplies

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

In August 2015, our School Improvement budget was \$ 5,047.00. A request was made to the members of SAC to allot funds (\$2,500.00) to supplement for tutoring and pizza for incentives for student performance during tutoring and during the class day for programs such as Reading PPlus and I-Station . The total amount expended for FY16 was as follows:

Tutoring:\$ 529.00

Pizza: \$ 540.00

Total: \$1069.00

The remaining balance in school improvement funds that rolled over into FY17 is \$ 3,978.00 (which represents \$5,047.00 minus \$1,069.00= \$ 3,978.00)

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Gore, Tina	Other
Alejo, Andria	Instructional Media
Moore, Anthony	Assistant Principal
Brown, Trudi	Teacher, K-12
Vargas, Luisa	Teacher, K-12
Knight, CyNichele	Teacher, K-12
Visconti, Clara	Teacher, K-12
Perez, Jennifer	Teacher, K-12
Gray, Kristina	Teacher, K-12
Zraouli, Olga	Teacher, K-12
Gideon, Janine	
Tomas Andres, Awilda	Principal

b. Duties

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

The team is composed of the principal and assistant principal, single school culture coordinator, resource teacher as well as the media specialist and one teacher from each grade level (this year, the teacher representing the grade level is also the team leader). This group of professionals is comprised of leaders in literacy. The team uses student data to establish the literacy goals for that school year. Once the goals have been established, the team creates a plan of action and meets monthly, to assess progress towards accomplishing our goals. The team's major initiatives this year will include strengthening teacher understanding of Foundations, balanced-literacy and standards-based instruction using the rotational model which includes, direct instruction, small group instruction, word-work, shared reading, read aloud and leveled literacy instruction. Student growth data is used to assess teacher's effectiveness in understanding and implementing these literacy components. Support from the literacy team is given to new teachers and for teachers that have five years or less of experience in teaching. In addition the team will train and infuse content-based themes during the literacy block (Science and Social Studies). Also, the team will assist with training and supporting teachers in understanding complexity of text included in the Florida Standards Assessment as well as the writing component for grades 3-5. The team may promote and support literacy in a variety of ways: through literacy nights, professional development, team-leaders coaching and/or modeling, summer literacy plans, supporting tips for effective implementation of the rotational model, addressing scheduling concerns, providing instructional and student resources and materials, and other initiatives. The team also develops resources for teachers to infuse into their literacy instruction such as content area readings that are aligned to the standards in order to expose students to informational text that develops background in content knowledge (social studies, science and math).

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Through common planning and PLCs (Professional Learning Community meetings) facilitated by our Single School Culture Coordinator, team leader, and/or point person, teachers collaborate and discuss weekly lesson plans by content area, student academic data, assessment items and item analysis. In addition, through these meetings, teachers get to analyze which instructional materials, mode of delivery and learning activities that will best create an effective learning environment. The team also analyzes data, item specifications, instructional lessons as in lesson study, learning environments and culture and discuss strategies to implement in the rotational model of instruction. These meetings are teacher driven in order to develop healthy discussions and analyses. The goal of these meetings is to plan for increased student engagement so that optimal learning is accomplished. The principal, assistant principal, instructional coaches and area team members support the teachers in this process as well as monitor for teacher growth. The principal and assistant principal observe in the classroom the implementation of these lessons and determine what professional development is needed for the teachers. The professional development may include item specification training, standards training, reading running records, small and whole group instruction or even classroom management. Teachers are supported through feedback in the Marzano evaluation system from their supervising administrator.

Students also participate in a student-centered, highly-collaborative, learning environment that is personalized. They take ownership of their learning by charting their data, selecting assignments and expressing their voice in their writing and oral speech. Further demonstration of mastery is evidenced when student apply strategies in a variety of media including technology. In using this student-centered approach, student potential is maximized.

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

The principal will post vacancies immediately and review the qualifications of the candidates applying. Highly qualifies applicants are screened, interviewed by a committee of administrators and peers, and selected based on meeting the criteria determined by the team. The principal received the Haberman Star Teacher Perceiver training conducted in September 2013 , the research-based model for identifying and interviewing teachers who serve students at-risk and in poverty. The instrument is based on behavior, characteristics and beliefs of teachers, nation-wide, shown to be highly successful with at-risk students. The instruments measure three dimensions of successful teaching, content, pedagogy and core beliefs. The instrument has a 95% accuracy rate in predicting which teachers will stay and succeed in high poverty schools. By participating in this training and administering this instrument, the principal is looking to recruit and retain highly qualified and effective teachers that can service our high-need school.

In addition, the principal relies on teacher referrals of highly qualifies applicants as well as district personnel leads. Some of the criteria sought in the applicants is the ability to teach at-risk populations with a proven data track record.

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

Each new teacher is paired up with a mentor teacher and with a grade level team leader in the ESP program. Teachers are paired according to certification, grade level, expertise and the ability to handle areas in which the new teacher may require support. These areas include, curriculum and instruction, behavior management, policies and procedures, parental interaction and involvement, student-mentoring

as well as strategies for exceptional students and English Language Learners. Mentor teachers work with new teachers during their planning as well as in-classroom support. In addition, new teachers are provided with timely professional development and classroom support by a team of school-based and district-based resource teachers as well as district professional development on literacy, mathematics, writing, science and social studies curriculum. In-house common planning and PLCs by team are geared towards supporting the new teacher in adjusting to the rigors of teaching.

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.

During the professional development days, timely training on the Florida Standards is provided to the teachers by instructional coaches, area specialists and district personnel. Alignment of the standards is ensured by the unpacking of the standards and planning for standards-based instruction. This year, HCES is piloting the Benchmark series in both English and Spanish. This series was developed under Common Core and includes Social Studies, Science and Literature text that is rigorous and on grade level. Additional instructional materials include bog books and leveled readers so teachers can use balanced literacy to conduct small group instruction. In order to determine teacher professional development needs, a careful analysis of prior year's student data as well as current student data is conducted and differentiated training is offered to teachers.

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards. This year, Hope will continue to participate in a district-provided professional development plan that includes the Pillars of Highly Effective Instruction, PLCs, I-Ready and Rotational Model of Instruction.

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.

Teachers deliver rigorous, standards-based instruction based on the school-wide expectation that all students can learn and be successful. Student data is collected through teacher observations, foundations, reading running records, leveled literacy intervention, benchmark assessments Wilson data and unit tests. Students are grouped according to this data and worked with in small group.

Teachers also conference individually with students to further move students academically. The principal holds team data chats, teacher data chats and student data chats to evaluate student growth patterns and needs. In addition, tutoring and skill groups are designed to meet specialized student needs. Our Supplementary Academic Intervention (SAI) teacher instructs literacy interventions with students that were retained in third grade and/or are at risk of failing the state's assessment. These students are selected based on their reading running record showing that they are not meeting adequate pupil progression. Teachers in grades 4-5 also meet with students at risk of failing the state's assessment in small group and provide literacy intervention. For student's that scored levels 4 and 5 on the state assessment, this additional hour allows for enrichment by using rigorous reading materials and activities that are project-based and interactive.

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

Strategy: Extended School Day

Minutes added to school year: 10,800

There is an additional 60 minutes daily of intensive reading instruction using I-Ready supporting materials. We also provide access to Saturday tutorials where teachers use research-based strategies and materials, including LLI, balanced literacy, science and social studies based reading materials as well as technology-based instruction to support learning. ELL, ESE and Fine Arts teachers provide support to classroom teachers by pushing-in for 1 hour of the literacy block to assist with small group instruction.

Strategy Rationale

This strategy exposes students to rigorous text that they will encounter during assessment and real-life situations. It allows additional time for students that are below grade level to learn the skills needed to decode and comprehend text. Through technology-based instruction, students will be able to develop fluency, stamina and response to text via technology, another component of state assessments for FY 16 (grades 4 and 5).

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Tomas Andres, Awilda, awilda.tomasandres@palmbeachschools.org

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

The data is collected via standards-based mini-assessments created on Performance Matters and assessments created by highly qualified instructional coaches and specialists that are aligned to the standards. In addition, RRRs, I-Ready data, Reading Plus and teacher assessment data is also collected and analyzed for effectiveness. The Single School Culture Coordinator and resource teachers assist classroom teachers to drill down to an individual item analysis. Teachers then determine student strengths and weaknesses and reteach using the Florida Continuous Improvement Model, (teach, assess, reteach and re-assess).

Strategy: Summer Program

Minutes added to school year: 180

Targeted third graders are provided extra reading support through a structured summer reading academy for a period of 20 days. A balanced literacy approach taught by highly qualified reading teachers is used to increase reading comprehension. Resources are aligned to support instruction and best teaching practices are used. These are monitored on a daily basis by the summer reading academy administrator as well as district-provided instructional support personnel.

Strategy Rationale

By giving additional remediation in the area of reading to students who have not scored proficient (Level 1) and are lagging behind their peers during the summer, the reading loss that can occur in the months a student is not registered nor attending school can be minimized.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Moore, Anthony, anthony.moore.1@palmbeachschools.org

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

A student benchmark portfolio is maintained documenting mastery of benchmarks evidenced through benchmark assessments. Students are also provided the opportunity to demonstrate mastery through the administration of the SAT 10 test.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

As an early intervention to increase reading on grade level by third grade and to increase student readiness to enter kindergarten, Hope Centennial Elementary offers a school year Voluntary Prekindergarten program that is supplemented with enrichment hours. This VPK program is supported by the Department of Early Childhood Education and follows all statutes, rules and contractual mandates in the Florida VPK Statewide Provider Agreement, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the performance standards adopted by the Florida Department of Education. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life.

To assist with the transition of school-based and community children into the kindergarten program at Hope Centennial Elementary and those neighboring schools which students may transition to due to living out of Hope Centennial's SAC area, we engage in the following kindergarten transition activities:

1. The distribution of a "Summer Transition to Kindergarten Backpack" with books, transition activities, and a parent guide for its enrolled VPK students. This backpack is provided by the

Department of Early Childhood Education.

2. Teachers schedule a parent meeting with each pre-school family to orient parents and students regarding important information related to kindergarten readiness and the student's academic success.
3. Our school maintains parental communication through the distribution of letters, flyers and informational brochures in the parent's primary language as well as in English.
4. Our school holds an Open House for families of incoming kindergarten children, where teachers, administrators and staff meet and greet parents and provide important academic and socio-emotional growth information to support kindergarten success.
5. Our school schedules a kindergarten round-up where teachers and staff are available to assist parents in learning about the kindergarten program at Hope Centennial, visit classrooms, meet teachers and register their child(ren).
6. Once a student is registered for kindergarten, he or she is able to participate in our Open Media Summer program, where students have opportunities to develop pre-literacy skills, participate in shared-reading and read-aloud activities, as well as computer-based literacy instruction.
7. Our school ensures that Kindergarten teachers receive written records of a student's pre-kindergarten experiences and IEP information (Individualized Education Plan).
8. Our school provides essential community resource information to parents such as, locations for immunization and physicals, libraries, and community resources (i.e., 211 Guide to Community Resources by the Children's Services Council of Palm Beach County).
9. Our teachers provide parents with home learning activities to help prepare children for kindergarten entry.
10. Our school participates in the HMH Parental Engagement program where administrators, and teachers deliver formal parental training on activities that parents can do at home to assist students with academic learning, homework and school-related activities.
11. Our school has a website, Facebook and Twitter page where information for parents on how to access instructional resources for their child is available. In addition, on these sites, our school provides up-to-date information on district information such as registration and upcoming events to encourage parent participation in their child's education.

In order to facilitate readiness for our Dual Language Kindergarten through Grade 5 In-House Choice program, our school currently has one VPK classroom targeting students that speak Spanish as a native language. A bilingual teacher and assistant service these students. Instruction is provided at a ratio of 50/50 in English and Spanish. Most students transition successfully into the Kindergarten Dual Language program. In addition, we have two PreK-ESE units (one full-time and 1 part-time) and one VPK-ESE unit. The VPK-ESE unit services 18 students at a ratio of 9 ESE students and 9 non-ESE students.

Students attend school from 8:00 a.m. until 2:05 p.m. During this time, students engage in social and kindergarten/school readiness skills through structured play, interaction with peers and small group learning. The VPK students participate in the breakfast and lunch program on a daily basis with the students in grades K-5. There is a VPK assistant and/or ECP (Early Childhood Professional) assigned to work with students alongside the teacher. The students with language disabilities receive

services from a Speech Language Pathologist as outlined in their IEP (Individualized Education Plan). In addition to the academic setting, students in VPK and Pre-K, learn important social and communication skills, as well as participate in student performances and activities which include the parents. By participating in VPK, students gain the kindergarten readiness skills required for success in school. Parents are kept informed of their child's progress through parent/teacher conferences and quarterly progress reports.

Our school advocates and celebrates success by holding a Pre-Kindergarten graduation ceremony, where family and friends join the students, teachers, administrators and staff to recognize student achievement and kindergarten readiness. Students receive certificates marking this memorable event and parents are assisted in by receiving important kindergarten transition information and documents.

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.

N/A

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

N/A

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

N/A

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

Only 39% of students in grades 3-5 are reading on grade level according to the FY17 FSA. Only 47% of students made learning gains in ELA, as compared to 62% in FY16, representing a loss of 15%.

B. Problem Analysis Summary

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

A substantial number of students register at Hope as a level 1 student in ELA and/or Math. Approximately 50% of students do not speak English as a first language many just arriving here from Haiti or Central America. The majority of parents are unable to support learning at home. The immediate SAC area of the school is comprised of rentals and the population is transient. Our families are burdened by economical hardship, homelessness, socioeconomic factors, lack of one or more parent in the home and parents who themselves may be learning the English language or are illiterate in their native language.

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 we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade.

- G2.** If the number of chronically absent and tardy students is reduced, then students will increase in academic achievement.

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 we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade. 1a

G094972

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement - Grade 3	61.0
FSA ELA Achievement - Grade 3	40.0
Literacy Rate - Kindergarten	65.0
Literacy Rate - Grade 1	65.0
Literacy Rate - Grade 2	70.0
FSA Mathematics Achievement	57.0
FCAT 2.0 Science Proficiency	53.0
ELA/Reading Gains	62.0
Math Gains	62.0
FSA ELA Achievement	47.0

Targeted Barriers to Achieving the Goal 3

- Teacher capacity to deliver effective, rigorous, standards-based lessons in ELA, Writing, Math and Science.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Single School Culture Coordinator and two Social Services Facilitators, Push-in teachers in ELL, ESE and Fine Arts
- Foundations Materials for K-2, Wilson materials for targeted students, Science libraries
- Resource teachers provide small group instruction directly into the literacy block
- Increased access to technology with laptops and reallocated computers
- Benchmark Advance and Adelante Textbook Series
- I-Ready computer-based instructional materials for individual lessons and small group (tool kit)

Plan to Monitor Progress Toward G1. 8

Assessment data such as RRR, FSQs, I-ready diagnostic assessments, mini-assessments, Benchmark series unit assessments and teacher observations will be monitored and used to discuss student growth towards proficiency and beyond.

Person Responsible

Awilda Tomas Andres

Schedule

Monthly, from 9/12/2017 to 9/12/2017

Evidence of Completion

EDW reports, Performance Matters Reports by grade level and by teacher, I-Ready reports by grade level and by teacher, FSA Achievement Data

G2. If the number of chronically absent and tardy students is reduced, then students will increase in academic achievement. 1a

G094973

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	13.0

Targeted Barriers to Achieving the Goal 3

- Differing values towards the importance of education

Resources Available to Help Reduce or Eliminate the Barriers 2

- EDW truancy report (0414), SIS attendance data, teacher attendance records, front-office and student drop-off logs, data from home visits
- HMH Parental Engagement Training Materials and Support

Plan to Monitor Progress Toward G2. 8

Principal and leadership team will analyze the FSA data received for 2018 for the impact of the increased attendance on academic achievement.

Person Responsible

Awilda Tomas Andres

Schedule

On 6/30/2018

Evidence of Completion

FSA reports, SIS attendance reports, EDW attendance 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 we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade. 1

G094972

G1.B1 Teacher capacity to deliver effective, rigorous, standards-based lessons in ELA, Writing, Math and Science. 2

B255600

G1.B1.S1 Through structured grade level PLCs, all teachers will receive professional development in the immersion of rigorous instructional tasks encompassing the the full intent of the Florida standards and item specs. 4

S270133

Strategy Rationale

When teachers fully understand the standards, materials used will be aligned and lessons will be designed to achieve standard mastery.

Action Step 1 5

Teachers in PK-5 will meet weekly in PLCs supported by team leaders and point resource personnel to plan for standards-based lessons in ELA, Math, Writing and Science that are designed to increase student engagement in complex text, task and talk.

Person Responsible

Tina Gore

Schedule

Weekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

PLC agenda, teacher lesson plans, district PD materials, observations and monitoring logs

Action Step 2 5

Leadership Team will monitor the delivery of standards-based instruction focused on complex text, task and talk and support through classroom observations and timely teacher feedback.

Person Responsible

Awilda Tomas Andres

Schedule

Weekly, from 9/12/2017 to 6/1/2018

Evidence of Completion

Observations documented in Marzano, informal observations, team-meeting conversations

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

School leader (s) will monitor through direct observation of the PLC sessions.

Person Responsible

Awilda Tomas Andres

Schedule

Weekly, from 9/12/2017 to 6/1/2018

Evidence of Completion

Attendance sign-in sheets, agendas and PLC artifacts

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

Principal will meet with teachers to provide timely feedback of the observations made during daily walk-throughs and classroom observations.

Person Responsible

Awilda Tomas Andres

Schedule

Weekly, from 9/12/2017 to 6/1/2018

Evidence of Completion

Observation notes and comments, informal observation data, concrete data collected from EDW, Performance Matters and Report Cards

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

Classroom observations

Person Responsible

Awilda Tomas Andres

Schedule

Weekly, from 9/17/2017 to 6/1/2018

Evidence of Completion

Marzano observations of the application of PLC training information and lesson plans for each teacher PK-5

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

Student data collected after classroom instruction and assessment is delivered

Person Responsible

Tina Gore

Schedule

Monthly, from 9/17/2017 to 6/1/2018

Evidence of Completion

EDW, Performance Matters Data, Diagnostic, Unit Assessments, I-Ready data

G2. If the number of chronically absent and tardy students is reduced, then students will increase in academic achievement. 1

G094973

G2.B1 Differing values towards the importance of education 2

B255603

G2.B1.S2 Educate parents on the importance of school attendance through HMH parent engagement training, parent link, Edline, personal communication, flyers, and the electronic sign visible during student drop-off. 4

S270137

Strategy Rationale

By making parents part of the educational process and showing them data that demonstrates how learning is negatively impacted by truancy, attendance will improve and academic achievement will increase.

Action Step 1 5

The attendance clerk and classroom teachers will make the initial contact with parents when a student is absent to find out the reason for absence and document it in the attendance record. Daily parent link calls in multiple languages will be made out to parents. The social services facilitator and school counselors will make home visits for students that are truant. The truancy contact will conduct truancy meetings and submit truancy packets as needed.

Person Responsible

Awilda Tomas Andres

Schedule

Biweekly, from 8/31/2017 to 6/1/2018

Evidence of Completion

Call rosters, attendance record sheets, truancy packets and home visit logs

Action Step 2 5

Social services facilitators and counselors will conduct home visits and facilitate HMH parent engagement trainings. Administrators, teachers and other support staff such as language facilitators, will assist with the parent HMH parent trainings.

Person Responsible

Awilda Tomas Andres

Schedule

On 6/1/2018

Evidence of Completion

Home visit logs

Action Step 3 5

Disseminate parental engagement information and and resources to parents

Person Responsible

Anthony Moore

Schedule

Monthly, from 10/31/2017 to 6/1/2018

Evidence of Completion

Resource room artifacts, visitor's logs, Bilingual Counselor visit notes and logs, electronic file containing copies of letters, flyers and resources sent home

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Principal, school secretary, attendance clerk, and counselors will monitor tardies and absences documented on Terms and EDW

Person Responsible

Awilda Tomas Andres

Schedule

Monthly, from 9/15/2017 to 6/1/2018

Evidence of Completion

Call logs, documented attendance and truancy meetings, Log of Well visits called in to PBSO, home visit logs

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Principal, School Secretary, DP and attendance clerk will monitor tardy and absence report (EDW 0414)

Person Responsible

Awilda Tomas Andres

Schedule

Monthly, from 9/15/2017 to 6/1/2018

Evidence of Completion

Reduction in unexcused student absences and tardies when comparing baseline 2014 to 2015.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Area Office Attendance Liaison Dydel Cole will monitor absence reports and contact school as needed.

Person Responsible

Awilda Tomas Andres

Schedule

Monthly, from 9/30/2017 to 6/1/2018

Evidence of Completion

SIS attendance reports for students with 5 or more days absent, truancy logs completed by S.Smith, Counselor responsible for truancy.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 M386110	Assessment data such as RRR, FSQs, I-ready diagnostic assessments, mini-assessments, Benchmark...	Tomas Andres, Awilda	9/12/2017	EDW reports, Performance Matters Reports by grade level and by teacher, I-Ready reports by grade level and by teacher, FSA Achievement Data	9/12/2017 monthly
G1.B1.S1.MA1 M386102	Classroom observations	Tomas Andres, Awilda	9/17/2017	Marzano observations of the application of PLC training information and lesson plans for each teacher PK-5	6/1/2018 weekly
G1.B1.S1.MA4 M386103	Student data collected after classroom instruction and assessment is delivered	Gore, Tina	9/17/2017	EDW, Performance Matters Data, Diagnostic, Unit Assessments, I-Ready data	6/1/2018 monthly
G1.B1.S1.MA1 M386104	School leader (s) will monitor through direct observation of the PLC sessions.	Tomas Andres, Awilda	9/12/2017	Attendance sign-in sheets, agendas and PLC artifacts	6/1/2018 weekly
G1.B1.S1.MA3 M386105	Principal will meet with teachers to provide timely feedback of the observations made during daily...	Tomas Andres, Awilda	9/12/2017	Observation notes and comments, informal observation data, concrete data collected from EDW, Performance Matters and Report Cards	6/1/2018 weekly
G1.B1.S1.A1 A361443	Teachers in PK-5 will meet weekly in PLCs supported by team leaders and point resource personnel to...	Gore, Tina	8/21/2017	PLC agenda, teacher lesson plans, district PD materials, observations and monitoring logs	6/1/2018 weekly
G1.B1.S1.A2 A361444	Leadership Team will monitor the delivery of standards-based instruction focused on complex text,...	Tomas Andres, Awilda	9/12/2017	Observations documented in Marzano, informal observations, team-meeting conversations	6/1/2018 weekly
G2.B1.S2.MA1 M386113	Principal, School Secretary, DP and attendance clerk will monitor tardy and absence report (EDW...	Tomas Andres, Awilda	9/15/2017	Reduction in unexcused student absences and tardies when comparing baseline 2014 to 2015.	6/1/2018 monthly
G2.B1.S2.MA3 M386114	Area Office Attendance Liaison Dydel Cole will monitor absence reports and contact school as needed.	Tomas Andres, Awilda	9/30/2017	SIS attendance reports for students with 5 or more days absent, truancy logs completed by S.Smith, Counselor responsible for truancy.	6/1/2018 monthly
G2.B1.S2.MA1 M386115	Principal, school secretary, attendance clerk, and counselors will monitor tardies and absences...	Tomas Andres, Awilda	9/15/2017	Call logs, documented attendance and truancy meetings, Log of Well visits called in to PBSO, home visit logs	6/1/2018 monthly
G2.B1.S2.A1 A361453	The attendance clerk and classroom teachers will make the initial contact with parents when a...	Tomas Andres, Awilda	8/31/2017	Call rosters, attendance record sheets, truancy packets and home visit logs	6/1/2018 biweekly
G2.B1.S2.A2 A361454	Social services facilitators and counselors will conduct home visits and facilitate HMH parent...	Tomas Andres, Awilda	8/31/2017	Home visit logs	6/1/2018 one-time
G2.B1.S2.A3 A361455	Disseminate parental engagement information and and resources to parents	Moore, Anthony	10/31/2017	Resource room artifacts, visitor's logs, Bilingual Counselor visit notes and logs, electronic file containing copies of letters, flyers and resources sent home	6/1/2018 monthly
G2.MA1 M386116	Principal and leadership team will analyze the FSA data received for 2018 for the impact of the...	Tomas Andres, Awilda	6/8/2018	FSA reports, SIS attendance reports, EDW attendance reports	6/30/2018 one-time

V. Professional Development Opportunities

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

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade.

G1.B1 Teacher capacity to deliver effective, rigorous, standards-based lessons in ELA, Writing, Math and Science.

G1.B1.S1 Through structured grade level PLCs, all teachers will receive professional development in the immersion of rigorous instructional tasks encompassing the the full intent of the Florida standards and item specs.

PD Opportunity 1

Teachers in PK-5 will meet weekly in PLCs supported by team leaders and point resource personnel to plan for standards-based lessons in ELA, Math, Writing and Science that are designed to increase student engagement in complex text, task and talk.

Facilitator

Tina Gore, CyNichele Knight, Cristin Dirienzo, Cari Griffith

Participants

All teachers k-5

Schedule

Weekly, from 8/21/2017 to 6/1/2018

G2. If the number of chronically absent and tardy students is reduced, then students will increase in academic achievement.

G2.B1 Differing values towards the importance of education

G2.B1.S2 Educate parents on the importance of school attendance through HMH parent engagement training, parent link, Edline, personal communication, flyers, and the electronic sign visible during student drop-off.

PD Opportunity 1

Social services facilitators and counselors will conduct home visits and facilitate HMH parent engagement trainings. Administrators, teachers and other support staff such as language facilitators, will assist with the parent HMH parent trainings.

Facilitator

John Hendry, , Anthony Moore, Milce Banex, Junie Casimir as well as selected teachers

Participants

ELL parents and students, General Ed. parents and students

Schedule

On 6/1/2018

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 in PK-5 will meet weekly in PLCs supported by team leaders and point resource personnel to plan for standards-based lessons in ELA, Math, Writing and Science that are designed to increase student engagement in complex text, task and talk.	\$0.00
2	G1.B1.S1.A2	Leadership Team will monitor the delivery of standards-based instruction focused on complex text, task and talk and support through classroom observations and timely teacher feedback.	\$0.00
3	G2.B1.S2.A1	The attendance clerk and classroom teachers will make the initial contact with parents when a student is absent to find out the reason for absence and document it in the attendance record. Daily parent link calls in multiple languages will be made out to parents. The social services facilitator and school counselors will make home visits for students that are truant. The truancy contact will conduct truancy meetings and submit truancy packets as needed.	\$0.00
4	G2.B1.S2.A2	Social services facilitators and counselors will conduct home visits and facilitate HMH parent engagement trainings. Administrators, teachers and other support staff such as language facilitators, will assist with the parent HMH parent trainings.	\$0.00
5	G2.B1.S2.A3	Disseminate parental engagement information and and resources to parents	\$0.00
Total:			\$0.00