

School District of Osceola County, FL

Central Avenue Elementary School



2017-18 Schoolwide Improvement Plan

Central Avenue Elementary School

500 W COLUMBIA AVE, Kissimmee, FL 34741

www.osceolaschools.net

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 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	93%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	D

**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 is pending approval by the Osceola County School Board.

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 Central Avenue Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

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

2. School Environment

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

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

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

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

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

Central Avenue uses Positive Behavioral Interventions and Support as a different way of handling discipline. It is a collaborative, educational and proactive process to developing effective interventions for problem behavior. When a student misbehaves, the school views it as an opportunity for growth/improvement. Therefore, the students in grades K-5 are taught appropriate school behaviors and expectations for the classroom, hallways and cafeteria. Our schoolwide motto is Central R.O.C.K.S

(Respectful, Responsible, Optimistic, Collaborative, Kind, and Safe) Students are rewarded when they display the expected behavior with Cougar Cash. Consequences are still given for inappropriate behavior. The school staff and students are given an overview of the schoolwide behavior expectations and the discipline flow chart created by the assistant principal. Students are able to use Cougar Cash which they receive for displaying appropriate behavior to purchase items from the school store and participate in monthly sponsored activities. Osceola County Schools has an MTSS protocol, as well as a discipline matrix that clearly identifies the consequences and/or disciplinary measures for specific behavioral offenses.

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

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

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.

Central's early warning systems include students who have missed 10% or more of the school year (18 days), one or more days of out of school suspension, or have scored a Level 1 on a statewide assessment.

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	31	33	22	17	21	16	0	0	0	0	0	0	0	140
One or more suspensions	9	3	5	17	9	5	0	0	0	0	0	0	0	48
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	16	37	37	0	0	0	0	0	0	0	90

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	1	0	1	7	12	7	0	0	0	0	0	0	0	28

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

Academic intervention strategies include before/during/after school tutoring, READ 180 (grades 3-5), Intervention time 4 days/week for 50 mins/day, Title Reading, Title Math, and teacher/para small group instruction. Behavior interventions strategies include counseling provided by the school counselor or an outside agency, mentors, and behavior improvement plans. In addition, all parents received a document detailing how attendance impacts academic achievement. In addition, parental attendance contracts, phone calls home from teachers and administration, meetings with administration or the guidance counselor, attendance contracts and referrals to the state attorney are implemented to improve student attendance.

B. Family and Community Engagement

The school's response to this section may 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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/431222>.

2. Description

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

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

Central Avenue Elementary builds partnerships with individuals, businesses, colleges and faith based entities within the local community in order to support the initiatives that take place on campus. The parent liaison contacts all previous volunteers at the beginning of the school year to remind them to sign up on Oasis and to ascertain their ability to continue supporting the school. The Instructional Alignment Coach contacts local professionals for career day to share with students about their profession and educational background. Central works with local colleges to provide college tours and encourage local professors to mentor students at the school. Administration sends thank you letters to churches, businesses and volunteers throughout the school year for their donation or service. A volunteer breakfast is held each May for the school to show appreciation to the volunteers and give them a token of appreciation. This year, Central has a partnership with United Way to bring Reading Pals to the VPK program and with 4-H for the 21st Century CCLC program. The principal also does dial-outs throughout the school year reminding the parents what is going on, encouraging them to participate, inviting them to SAC/PAC, etc. We also have 1 parent involvement night per month where we have our students perform to encourage more parents to participate, we invite our partnerships in the community to join us for these special nights so that they are a part of our school family.

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
Bynum, Rachel	Assistant Principal
Fuller, Courtney	Instructional Coach
Hahn, Sharon	Principal
Stein, Angela	Instructional Coach
Derstine, Brandi	Instructional Technology
Ellis, Susan	Instructional Coach
Umbaugh, Jeff	Other

b. Duties

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

Principal: Provides a vision for the school; ensures that the staff is knowledgeable of the District Strategic Plan; ensures that staff has an understanding of the school's CIMS; reviews school wide, grade level and classroom data; conducts data chats with instructional staff members; is an advocate for the school within the community; ensure professional development opportunities are provided for staff members; approves expenditures to support classroom instruction and professional development; evaluates all staff members; provides feedback to staff members from walkthroughs, reflective visits, evaluations; meets with the assistant principal; attends MTSS meetings weekly; meets with grade level chairpersons twice a month; meets with the leadership team ; conducts monthly faculty meetings with the staff once a month; supports and monitors grade level PLC meetings; ensure compliance with MTSS procedures and Title 1 policies; ensures fidelity of instruction and monitors implementation of standards based instruction

Assistant Principal: Monitors classroom instruction and implementation of standards based instruction; provides feedback to staff based upon walkthroughs and observations; coordinates before/during/after school remediation programs; coordinates summer and extended school year programs; conducts beginning of the week meetings with office staff, head custodian and cafeteria manager; supports the principal's vision for the school; monitors the implementation of CIMS and District Strategic Plan; reviews lesson plans; participates as a member of MTSS, leadership team and grade chair meeting; monitors student attendance and meets with parents as necessary; supports and monitors grade level PLC meetings; monitors Title 1 documentation; ensures compliance of the PIP

Instructional Coaches: Monitors classroom instruction and implementation of standards based instruction; coordinates iii/MTSS interventions; provides training to instructional and support staff members; participates on MTSS and leadership team; meets with teachers weekly for subject area grade level PLC; coordinates and provides professional development; models lessons; collects and analyzes data; provides support for assessments and progress monitoring; provides support to PLC teams; provides updates to teachers on decisions made by the MTSS team; provides data for MTSS meetings

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

behavior plans; chair of PBS Committee, review behavior/discipline data; coordinates cafeteria behavior program

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

Central Avenue Elementary Multi-Tiered System of Support Team meets every Wednesday. Prior to the meeting an agenda is sent via email to each member by the MTSS Coach. Once the students are selected the team decides upon the best resources to meet the academic needs of each student. The team reviews progress monitoring data on each student monthly to ascertain if the student is making academic and/or behavior gains. Teachers are given an update monthly on the progress of their students. After each meeting teachers are provided with documentation to indicate that a student from their class was discussed and the next steps. Every student who is performing below grade level in each grade is provided with face to face intervention 4 times per week. Professional development is provided by the leadership team to address Tier 1 instruction. The reading coach and math/science coach provide professional development on small group/differentiated instruction. Title 1 funds are used to provide professional development opportunities on resources used to meet the needs of students being serviced through MTSS. The reading coach and math/science coach maintain a record of the materials available for students to use during iii and Title pull out. The assistant principal maintains a record of the resources to be used for before/during/after school intervention and summer sessions.

Title I, Part A

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

Title I, Part C-Migrant

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

Title I, Part D

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

Title II

Professional Development is provided on Guided Reading, The Marzano Teaching Map, Number Talks, and the Instructional Leadership Pipeline. It is also used to focus on Professional Learning Community (PLC) development and facilitation.

Title III

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

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

Title IX

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Sharon Hahn	Principal
Erica Stewart	Teacher
Kimberly Lugo	Teacher
Eileen Kelly-Gallagher	Teacher
Thelma Williams	Parent
Kristen Cummings	Teacher
Louise Steuer	Business/Community
Susan Roman	Teacher
Andrew Paulsen	Teacher
Marlyn Dominguez	Parent
Jefferey Umbaugh	Education Support Employee
Mia Almonte	Parent
Rose Zephyr	Education Support Employee
Damian Lugo	Education Support Employee
Dee Palmer	Education Support Employee
Jennifer Huapya	Parent
Linda Logston	Business/Community
Jose Nieves	Business/Community
Brandi Derstine	Teacher
Joanne Nelson	Teacher
Angela Stein	Teacher
Dulce Fernandes	Parent
Jessenia Rosado	Parent
Genesis Espino	Parent
Kiaritza Rojas	Parent
Kiantzu Rojas	Parent
Ruth Duran	Parent
Gladynes Velazquez	Parent
David Pabon	Parent

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

Evaluation of last year's school improvement plan

2016-17 data will be shared with SAC at our September meeting and input will be collected.

SAC will approve our 2017-18 SIP at our October SAC meeting

Preparation of the school's annual budget and plan

The budget is presented to SAC and input is heard before decisions are made by the Principal.

b. Development of this school improvement plan

The 2017-18 school improvement plan was created by the school based leadership team of Central Avenue Elementary. The school improvement plan will be presented to SAC at the September meeting. At the meeting, members will review the draft of the school improvement plan, provide feedback and approve it if those in attendance are in agreement with the plan and there are more non-school based members in attendance than staff members.

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

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

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

Funds will be used to support initiatives to increase student achievement that cannot be funded through another source. Instructional members will be able to present proposals to SAC to attend professional development opportunities related to the Florida Standards, instructional strategies, CIMS goals, and District Strategic Plan.

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
Stein, Angela	Instructional Coach
Stewart, Erica	Teacher, K-12
Seabolt, Amanda	Teacher, K-12
Bynum, Rachel	Assistant Principal

b. Duties

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

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

at home. The team will promote the reading of Accelerated Reader books, Sunshine State Young Reader books and the summer reading challenge.

D. Public and Collaborative Teaching

The school's 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.

Each grade level establishes a Professional Learning Community (PLC) meeting schedule. During the PLC the teachers discuss data, strategies, students and their professional needs. In addition, the teachers will plan during these meetings and establish additional meeting times and dates to plan lessons. There are vertical and grade level PLCs which enable teachers to discuss standards that students have learned and discuss strategies specific to a content area or grade level and how they can be adapted for use in another content area or grade level. Teachers meet on Mondays and Thursdays every week for PLC, plus on Wednesday.

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

The following strategies will be used to recruit and retain highly qualified teachers: Osceola School District online application system, mentoring program, Professional Learning Communities, curriculum professional development, Lesson Study, teacher appreciation prior to winter break and in May.

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

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

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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

b. Instructional Strategies

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

iReady Reading, FSA ELA and Math and FCAT science data is used to determine which students are in need of additional support either during iii, READ 180, through before/during/after school remediation or need to be referred to MTSS team. Classroom teachers use chapter, unit and iReady assessments to coordinate small groups for reading and math. Progress monitoring data is used to monitor groups and make any necessary changes. Students with IEPs receive support from a VE teacher that pushes in the class during reading and math instruction and depending on student need also pulls out. Teachers incorporate strategies for students learning English as a second oral language in daily instruction. Non English speaking students are together in one class with a bilingual teacher in order to facilitate their acquisition to English only academic instruction.

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

Strategy: After School Program

Minutes added to school year: 1,560

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

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

Strategy: Extended School Day

Minutes added to school year: 7,200

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

STAR and READ 180 Assessments

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may 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.

Central Avenue Elementary provides PreK on and off campus. The school has three classes on the school campus and two classes at Chambers Park. The Chambers Park area is zoned for Central Avenue Elementary School however a percentage of the students attending are not zoned for Central based on their residency. Pre-Kindergarten families are invited to all of our family involvement events. In addition, a summer orientation is offered to our Pre-Kindergarten families and the students are eligible for our summer 21st Century program which lasts 20 days during the summer preceding the year that students will begin kindergarten. The parent liaison makes contact with local daycares to host visitations to familiarize the students with the school. In addition, six grade teachers from the two middle schools that Central Avenue feeds into are invited to meet with our fifth grade teachers two times per year.

b. College and Career Readiness

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

Central Avenue has a partnership with the Kissimmee Campus of Valencia College. Professors and students mentor the fourth grade students at Central Avenue Elementary School. Valencia College staff members will participate as classroom guest speakers. Fourth and fifth grade students will visit the Valencia Campus in February 2018 and fifth grade students will visit for college orientation day in May 2018. The evening of the college orientation day parents will be invited to an evening meeting on financial aid and enrollment to encourage parents to enroll in college as well. A college board has been established to highlight the schools that staff members graduated from. College/university pennants and posters are hung throughout the school. Fifth grade, fourth grade and two third

teachers have incorporated AVID strategies into all content areas. Project based learning activities related to careers are incorporated into the 21st Century grant for 125 students to participate in afterschool.

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

N/A at the elementary level. CTE programs are provided at each high school and at TECO for students to earn certification.

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

N/A

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

N/A

II. Needs Assessment

The school's completion of this 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.

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we (CAES) strengthen the collaborative process to ensure that standards based instruction meets the needs of ALL students, then student achievement will increase in all core subjects.
- G2.** If we increase all stakeholders' involvement within the school and community our student achievement will increase.

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 (CAES) strengthen the collaborative process to ensure that standards based instruction meets the needs of ALL students, then student achievement will increase in all core subjects. 1a

G095475

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	50.0
FSA Mathematics Achievement	57.0
FCAT 2.0 Science Proficiency	53.0
FSA ELA Achievement - SWD	20.0
FSA ELA Achievement - ELL	25.0
ELA/Reading Lowest 25% Gains	83.0
ELA/Reading Gains District Assessment	61.0
FSA Math Achievement - SWD	30.0
FSA Math Achievement - ELL	40.0
Math Lowest 25% Gains	55.0
Math Gains	65.0

Targeted Barriers to Achieving the Goal 3

- Lack of implementation of high yield instructional strategies including tier 1 differentiation and accommodating ELL and ESE learners.
- Lack of cohesive intervention plan for Math
- Inconsistencies within collaborative teams

Resources Available to Help Reduce or Eliminate the Barriers 2

- Reciprocal teaching (i.e. learning on the learner) Marzano Teaching Map o Examining Reasoning o Practicing Skills o Processing New information o Engaging in Cognitively Complex Tasks o Examining Similarities and Differences Collaborative Planning, PD on the Teaching Map, Lesson Study, Coach Support/Modeling Lesson Plan Template (evidence) Coaching team, all year me and Hahn, outcome calendar, student by essential standard tracker
- Create a master schedule that supports enough intervention time for math -specifically identify math interventions and strategically choose which interventionists will provide math interventions.
- Adjust Master Schedule so that they can plan together including EBD and VE.

Plan to Monitor Progress Toward G1. 8

Formative Assessments

Person Responsible

Rachel Bynum

Schedule

Biweekly, from 8/17/2017 to 5/17/2018

Evidence of Completion

Coaches will oversee Teachers discussing formative assessment data at PLC's and use it to make informed decisions on future lessons.

Plan to Monitor Progress Toward G1. 8

I-Ready progress monitoring

Person Responsible

Sharon Hahn

Schedule

On 5/18/2018

Evidence of Completion

Students in Tier 1 and 2 will take progress monitoring once a month, students who are Tier 3 will take a progress monitoring test every 2 weeks. Teachers and coaches will examine this data to determine student need for MTSS throughout the year.

G2. If we increase all stakeholders' involvement within the school and community our student achievement will increase. 1a

 G095476

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	10.0
One or More Suspensions	2.0

Targeted Barriers to Achieving the Goal 3

- Inconsistency in school-wide discipline procedures
- Inconsistency of positive relationships in the classroom and school.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Discipline flow chart/Dean
- Morning meetings (Responsive Classroom)

Plan to Monitor Progress Toward G2. 8

Referral Data

Person Responsible

Rachel Bynum

Schedule

Monthly, from 9/1/2017 to 5/18/2018

Evidence of Completion

The number of referrals per month should decrease.

Plan to Monitor Progress Toward G2. 8

Community Event Attendance

Person Responsible

Sharon Hahn

Schedule

Monthly, from 8/18/2017 to 5/18/2018

Evidence of Completion

Sign-In Sheets for event

Plan to Monitor Progress Toward G2. 8

Student Attendance

Person Responsible

Rachel Bynum

Schedule

Monthly, from 9/1/2017 to 5/18/2018

Evidence of Completion

The number of student absences per month should decrease.

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

 = Problem Solving Step  S123456 = Quick Key

G1. If we (CAES) strengthen the collaborative process to ensure that standards based instruction meets the needs of ALL students, then student achievement will increase in all core subjects. **1**

 G095475

G1.B1 Lack of implementation of high yield instructional strategies including tier 1 differentiation and accommodating ELL and ESE learners. **2**

 B257068

G1.B1.S1 High-yield strategies from the Marzano teaching map. **4**

 S271990

Strategy Rationale

All of these strategies will increase engagement and therefore increase student achievement because research shows that these specific strategies have the highest impact on increasing student achievement.

Action Step 1 **5**

Increase capacity of the Marzano Teaching Map

Person Responsible

Courtney Fuller

Schedule

Daily, from 8/17/2017 to 5/17/2018

Evidence of Completion

Sign-In sheets/Lesson Plans intentionally planned using Teaching Map strategies to get to the DOK of the standards

Action Step 2 **5**

Implement technology effectively in the classroom to support high-yield strategies during instruction

Person Responsible

Rachel Bynum

Schedule

Weekly, from 8/17/2017 to 5/17/2018

Evidence of Completion

Agenda, Sign-in sheets, and lesson plans

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

PGS Workshops

Person Responsible

Sharon Hahn

Schedule

Weekly, from 8/17/2017 to 5/17/2018

Evidence of Completion

Sign in sheets from PD opportunities

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

Lesson Plans

Person Responsible

Sharon Hahn

Schedule

Weekly, from 8/17/2017 to 5/17/2018

Evidence of Completion

The lesson plans will completed and turned in electronically and each teacher will also have a hard copy in their plastic bin outside their door.

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

Walkthroughs

Person Responsible

Courtney Fuller

Schedule

Weekly, from 8/17/2017 to 5/17/2018

Evidence of Completion

There will be coaching (all coaches will be responsible for this) feedback in the Staff Notebook and then Admin will use the MyPGS tool to give teachers feedback on their informal and formal observations.

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

Classroom Walkthroughs

Person Responsible

Sharon Hahn

Schedule

Weekly, from 8/17/2017 to 5/17/2018

Evidence of Completion

Observed High-Yield strategies in classroom

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

Collaborative Planning

Person Responsible

Rachel Bynum

Schedule

Weekly, from 8/17/2017 to 5/17/2018

Evidence of Completion

Lesson Plans which intentionally are planned to hit the DOK of the standard using high yield strategies,

G1.B1.S2 Increase collaboration within planning periods for ALL teachers. 4

 S271991

Strategy Rationale

Research shows that teacher collaboration has a high effect size on student achievement.

Action Step 1 5

Monday Math Collaborative Team Planning and Thursday ELA Collaborative Team Planning with at least one instructional coach present. Teachers will discuss instructional strategies, scales, essential standards, formative and summative assessments.

Person Responsible

Jeff Umbaugh

Schedule

Weekly, from 8/17/2017 to 5/24/2018

Evidence of Completion

Lesson Plans that are created within this time are divided in each session and shared out with team members and leadership team.

G1.B1.S3 Consistent lesson plan template will be used for math and ELA to include explicit differentiation. 4

 S271992

Strategy Rationale

If we ensure that the teachers are using a lesson plan template that encourages them to plan for high-yield strategies and plan to the depth of the standard using proficiency scales our student achievement will increase. If teachers plan for effective instruction then they will deliver effective instruction.

Action Step 1 5

The instructional coach will facilitate during PLC. Teachers are required to use the lesson plan template to plan their lessons during PLC. The instructional coach will ensure that it is happening during this planning time.

Person Responsible

Susan Ellis

Schedule

Weekly, from 8/17/2017 to 5/24/2018

Evidence of Completion

The teachers will upload their lesson plans into the Staff Notebook, admin will be able to access lesson plans to check and make sure the teachers are using the approved template.

G1.B1.S4 Teachers will learn how to unpack the standards effectively. 4

 S271993

Strategy Rationale

If teachers learn how to unpack the standards effectively, they will be able to identify critical content.

Action Step 1 5

During PLC the instructional alignment coach will facilitate the unpacking of standards prior to the teachers planning for them.

Person Responsible

Courtney Fuller

Schedule

Weekly, from 8/17/2017 to 5/24/2018

Evidence of Completion

During classroom walkthroughs admin will see evidence of the standards being taught to the Depth of Knowledge appropriate for the standard and grade level. Sign-In Sheets and Agenda will also be evidence.

G1.B2 Lack of cohesive intervention plan for Math **2**

 B257069

G1.B2.S1 Create a master schedule that supports enough intervention time for math and then specifically identify math interventions. **4**

 S271994

Strategy Rationale

By creating time for specific math interventions at each grade level we will increase student growth and proficiency in math.

Action Step 1 **5**

Carefully plan the master schedule to create time for math interventions during iii time.

Person Responsible

Rachel Bynum

Schedule

On 8/1/2017

Evidence of Completion

The newly created master schedule that allows for math interventions at each grade level.

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

iii Walkthroughs

Person Responsible

Courtney Fuller

Schedule

Weekly, from 8/21/2017 to 5/18/2018

Evidence of Completion

Coaches feedback from iii walkthroughs

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

Formative Assessments

Person Responsible

Courtney Fuller

Schedule

Weekly, from 8/25/2017 to 5/18/2018

Evidence of Completion

Teachers will discuss formative assessment data at PLC's and use it to make informed decisions on MTSS decisions regarding math.

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

I-Ready progress monitoring

Person Responsible

Rachel Bynum

Schedule

Monthly, from 9/15/2017 to 5/18/2018

Evidence of Completion

Students in Tier 1 and 2 will take progress monitoring once a month, students who are Tier 3 will take a progress monitoring test every 2 weeks. We will use the data to determine whether or not our math interventions are effective.

G1.B3 Inconsistencies within collaborative teams **2**

 B257070

G1.B3.S1 Adjust Master Schedule so that they can plan together including EBD and VE. **4**

 S271995

Strategy Rationale

If we adjust the schedule so that ALL of our teachers on each grade level who are responsible for students including ESE supports are able to attend PLC planning then ALL of our students will receive standards-based instruction and therefore meet their achievement goals.

Action Step 1 **5**

Ensure that we create a master schedule that allows for ALL teachers on a collaborative team to plan together weekly.

Person Responsible

Rachel Bynum

Schedule

On 8/1/2017

Evidence of Completion

The completed master schedule that allows EBD and VE teachers to join their teams during common planning time.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 **6**

PLC's

Person Responsible

Rachel Bynum

Schedule

Weekly, from 8/17/2017 to 5/17/2018

Evidence of Completion

PLC sign-in sheets

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Formative Assessments

Person Responsible

Courtney Fuller


Schedule

Weekly, from 8/25/2017 to 5/18/2018

Evidence of Completion

Formative Assessment data from ALL students

G2. If we increase all stakeholders' involvement within the school and community our student achievement will increase. 1

 G095476

G2.B1 Inconsistency in school-wide discipline procedures 2

 B257071

G2.B1.S1 Discipline flow chart-revisit throughout the year and Dean and Admin refer to it when they get discipline phone calls 4

 S271996

Strategy Rationale

If the Admin team consistently ensures that teachers are using the discipline flow chart we will have less referrals and therefore build positive relationships with students and parents.

Action Step 1 5

PD on Classroom Management/Use of discipline flow chart

Person Responsible

Sharon Hahn

Schedule

Monthly, from 9/4/2017 to 5/11/2018

Evidence of Completion

PGS Sign-In sheets and agenda from PD

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

Walkthroughs

Person Responsible

Sharon Hahn

Schedule

Weekly, from 8/28/2017 to 5/18/2018

Evidence of Completion

Clear and consistent classroom management strategies being implemented in the classroom

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

Number of referrals from each grade level or class

Person Responsible

Rachel Bynum

Schedule

Monthly, from 9/1/2017 to 5/4/2018

Evidence of Completion

Admin will check on number of referrals by grade level and classroom each month to identify opportunities for improvement

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

Behavior MTSS

Person Responsible

Rachel Bynum

Schedule

Weekly, from 8/14/2017 to 5/18/2018

Evidence of Completion

We should see a higher percentage of students going back to Tier 1 if the behavior management strategies are being effectively implemented in the classroom.

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

Classroom Walkthroughs

Person Responsible

Sharon Hahn

Schedule

Weekly, from 8/28/2017 to 5/18/2018

Evidence of Completion

Observed management strategies in classroom

G2.B2 Inconsistency of positive relationships in the classroom and school. 2

 B257072

G2.B2.S1 Teachers use their “Responsive Classroom” teacher resource to create meaningful morning meetings and build meaningful relationships with students. 4

 S271997

Strategy Rationale

If teachers/students have a good relationship/rapport, teachers and students are more likely to participate in community events.

Action Step 1 5

Teachers use their “Responsive Classroom” teacher resource to create meaningful morning meetings and build meaningful relationships with students.

Person Responsible

Sharon Hahn

Schedule

Daily, from 8/14/2017 to 5/18/2018

Evidence of Completion

Walkthroughs from 8:00-8:20 and an agenda and sign in sheet from the PD on Responsive Classroom

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

Walkthroughs

Person Responsible

Sharon Hahn

Schedule

Weekly, from 8/28/2017 to 5/18/2018

Evidence of Completion

Coaches and Admin will be able to identify the use of Responsive Classroom by using observations during walkthroughs

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

Walkthroughs during morning meeting time

Person Responsible

Sharon Hahn

Schedule

Weekly, from 8/28/2017 to 5/4/2018















Evidence of Completion

Morning meeting is happening from 8:00-8:20 every morning

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.B2.S1.A1 A364765	Carefully plan the master schedule to create time for math interventions during iii time.	Bynum, Rachel	7/17/2017	The newly created master schedule that allows for math interventions at each grade level.	8/1/2017 one-time
G1.B3.S1.A1 A364766	Ensure that we create a master schedule that allows for ALL teachers on a collaborative team to...	Bynum, Rachel	7/17/2017	The completed master schedule that allows EBD and VE teachers to join their teams during common planning time.	8/1/2017 one-time
G2.B1.S1.MA2 M390464	Number of referrals from each grade level or class	Bynum, Rachel	9/1/2017	Admin will check on number of referrals by grade level and classroom each month to identify opportunities for improvement	5/4/2018 monthly
G2.B2.S1.MA1 M390465	Walkthroughs during morning meeting time	Hahn, Sharon	8/28/2017	Morning meeting is happening from 8:00-8:20 every morning	5/4/2018 weekly
G2.B1.S1.A1 A364767	PD on Classroom Management/Use of discipline flow chart	Hahn, Sharon	9/4/2017	PGS Sign-In sheets and agenda from PD	5/11/2018 monthly
G1.MA1 M390459	Formative Assessments	Bynum, Rachel	8/17/2017	Coaches will oversee Teachers discussing formative assessment data at PLC's and use it to make informed decisions on future lessons.	5/17/2018 biweekly
G1.B1.S1.MA1 M390449	Classroom Walkthroughs	Hahn, Sharon	8/17/2017	Observed High-Yield strategies in classroom	5/17/2018 weekly
G1.B1.S1.MA5 M390450	Collaborative Planning	Bynum, Rachel	8/17/2017	Lesson Plans which intentionally are planned to hit the DOK of the standard using high yield strategies,	5/17/2018 weekly
G1.B1.S1.MA1 M390451	PGS Workshops	Hahn, Sharon	8/17/2017	Sign in sheets from PD opportunities	5/17/2018 weekly
G1.B1.S1.MA3 M390452	Lesson Plans	Hahn, Sharon	8/17/2017	The lesson plans will completed and turned in electronically and each teacher will also have a hard copy in their plastic bin outside their door.	5/17/2018 weekly
G1.B1.S1.MA4 M390453	Walkthroughs	Fuller, Courtney	8/17/2017	There will be coaching (all coaches will be responsible for this) feedback in the Staff Notebook and then Admin will use the MyPGS tool to give teachers feedback on their informal and formal observations.	5/17/2018 weekly
G1.B1.S1.A1 A364760	Increase capacity of the Marzano Teaching Map	Fuller, Courtney	8/17/2017	Sign-In sheets/Lesson Plans intentionally planned using Teaching Map strategies to get to the DOK of the standards	5/17/2018 daily
G1.B1.S1.A2 A364761	Implement technology effectively in the classroom to support high-yield strategies during...	Bynum, Rachel	8/17/2017	Agenda, Sign-in sheets, and lesson plans	5/17/2018 weekly
G1.B3.S1.MA1 M390458	PLC's	Bynum, Rachel	8/17/2017	PLC sign-in sheets	5/17/2018 weekly
G1.MA2 M390460	I-Ready progress monitoring	Hahn, Sharon	8/14/2017	Students in Tier 1 and 2 will take progress monitoring once a month, students who are Tier 3 will take a progress monitoring test every 2 weeks. Teachers and coaches will examine this data to determine student need for MTSS throughout the year.	5/18/2018 one-time
G2.MA1 M390467	Referral Data	Bynum, Rachel	9/1/2017	The number of referrals per month should decrease.	5/18/2018 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.MA2  M390468	Community Event Attendance	Hahn, Sharon	8/18/2017	Sign-In Sheets for event	5/18/2018 monthly
G2.MA3  M390469	Student Attendance	Bynum, Rachel	9/1/2017	The number of student absences per month should decrease.	5/18/2018 monthly
G1.B2.S1.MA1  M390454	Formative Assessments	Fuller, Courtney	8/25/2017	Teachers will discuss formative assessment data at PLC's and use it to make informed decisions on MTSS decisions regarding math.	5/18/2018 weekly
G1.B2.S1.MA3  M390455	I-Ready progress monitoring	Bynum, Rachel	9/15/2017	Students in Tier 1 and 2 will take progress monitoring once a month, students who are Tier 3 will take a progress monitoring test every 2 weeks. We will use the data to determine whether or not our math interventions are effective.	5/18/2018 monthly
G1.B2.S1.MA1  M390456	iii Walkthroughs	Fuller, Courtney	8/21/2017	Coaches feedback from iii walkthroughs	5/18/2018 weekly
G1.B3.S1.MA1  M390457	Formative Assessments	Fuller, Courtney	8/25/2017	Formative Assessment data from ALL students	5/18/2018 weekly
G2.B1.S1.MA1  M390461	Behavior MTSS	Bynum, Rachel	8/14/2017	We should see a higher percentage of students going back to Tier 1 if the behavior management strategies are being effectively implemented in the classroom.	5/18/2018 weekly
G2.B1.S1.MA4  M390462	Classroom Walkthroughs	Hahn, Sharon	8/28/2017	Observed management strategies in classroom	5/18/2018 weekly
G2.B1.S1.MA1  M390463	Walkthroughs	Hahn, Sharon	8/28/2017	Clear and consistent classroom management strategies being implemented in the classroom	5/18/2018 weekly
G2.B2.S1.MA1  M390466	Walkthroughs	Hahn, Sharon	8/28/2017	Coaches and Admin will be able to identify the use of Responsive Classroom by using observations during walkthroughs	5/18/2018 weekly
G2.B2.S1.A1  A364768	Teachers use their "Responsive Classroom" teacher resource to create meaningful morning meetings...	Hahn, Sharon	8/14/2017	Walkthroughs from 8:00-8:20 and an agenda and sign in sheet from the PD on Responsive Classroom	5/18/2018 daily
G1.B1.S2.A1  A364762	Monday Math Collaborative Team Planning and Thursday ELA Collaborative Team Planning with at least...	Umbaugh, Jeff	8/17/2017	Lesson Plans that are created within this time are divided in each session and shared out with team members and leadership team.	5/24/2018 weekly
G1.B1.S3.A1  A364763	The instructional coach will facilitate during PLC. Teachers are required to use the lesson plan...	Ellis, Susan	8/17/2017	The teachers will upload their lesson plans into the Staff Notebook, admin will be able to access lesson plans to check and make sure the teachers are using the approved template.	5/24/2018 weekly
G1.B1.S4.A1  A364764	During PLC the instructional alignment coach will facilitate the unpacking of standards prior to...	Fuller, Courtney	8/17/2017	During classroom walkthroughs admin will see evidence of the standards being taught to the Depth of Knowledge appropriate for the standard and grade level. Sign-In Sheets and Agenda will also be evidence.	5/24/2018 weekly

V. Professional Development Opportunities

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

G1. If we (CAES) strengthen the collaborative process to ensure that standards based instruction meets the needs of ALL students, then student achievement will increase in all core subjects.

G1.B1 Lack of implementation of high yield instructional strategies including tier 1 differentiation and accommodating ELL and ESE learners.

G1.B1.S1 High-yield strategies from the Marzano teaching map.

PD Opportunity 1

Increase capacity of the Marzano Teaching Map

Facilitator

Courtney Fuller

Participants

ALL teachers

Schedule

Daily, from 8/17/2017 to 5/17/2018

PD Opportunity 2

Implement technology effectively in the classroom to support high-yield strategies during instruction

Facilitator

Brandi Derstine

Participants

ALL teachers

Schedule

Weekly, from 8/17/2017 to 5/17/2018

G1.B1.S4 Teachers will learn how to unpack the standards effectively.

PD Opportunity 1

During PLC the instructional alignment coach will facilitate the unpacking of standards prior to the teachers planning for them.

Facilitator

Courtney Fuller

Participants

All teachers

Schedule

Weekly, from 8/17/2017 to 5/24/2018

G2. If we increase all stakeholders' involvement within the school and community our student achievement will increase.

G2.B1 Inconsistency in school-wide discipline procedures

G2.B1.S1 Discipline flow chart-revisit throughout the year and Dean and Admin refer to it when they get discipline phone calls

PD Opportunity 1

PD on Classroom Management/Use of discipline flow chart

Facilitator

Admin and Coaches

Participants

ALL teachers

Schedule

Monthly, from 9/4/2017 to 5/11/2018

G2.B2 Inconsistency of positive relationships in the classroom and school.

G2.B2.S1 Teachers use their “Responsive Classroom” teacher resource to create meaningful morning meetings and build meaningful relationships with students.

PD Opportunity 1

Teachers use their “Responsive Classroom” teacher resource to create meaningful morning meetings and build meaningful relationships with students.

Facilitator

Sharon Hahn

Participants

ALL teachers will be provided with PD and then follow up on using their Responsive Classroom books during PLC on Wednesday.

Schedule

Daily, from 8/14/2017 to 5/18/2018

VI. Technical Assistance Items

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

G1. If we (CAES) strengthen the collaborative process to ensure that standards based instruction meets the needs of ALL students, then student achievement will increase in all core subjects.

G1.B1 Lack of implementation of high yield instructional strategies including tier 1 differentiation and accommodating ELL and ESE learners.

G1.B1.S2 Increase collaboration within planning periods for ALL teachers.

TA Opportunity 1

Monday Math Collaborative Team Planning and Thursday ELA Collaborative Team Planning with at least one instructional coach present. Teachers will discuss instructional strategies, scales, essential standards, formative and summative assessments.

Facilitator

Courtney Fuller, Angela Stein, and Susan Ellis

Participants

ALL K-5 Subject area Teachers

Schedule

Weekly, from 8/17/2017 to 5/24/2018

G1.B1.S3 Consistent lesson plan template will be used for math and ELA to include explicit differentiation.

TA Opportunity 1

The instructional coach will facilitate during PLC. Teachers are required to use the lesson plan template to plan their lessons during PLC. The instructional coach will ensure that it is happening during this planning time.

Facilitator

Susan Ellis and/or Angela Stein (curriculum coaches)

Participants

All teachers K-5

Schedule

Weekly, from 8/17/2017 to 5/24/2018

VII. Budget

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1	G1.B1.S1.A1	Increase capacity of the Marzano Teaching Map				\$54,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0061 - Central Avenue Elementary Schl	SIG 1003		\$54,000.00
			Notes: Courtney Fuller's salary is paid for by our SIG grant and she is the one giving the professional development regarding the Marzano Teaching Map.			
2	G1.B1.S1.A2	Implement technology effectively in the classroom to support high-yield strategies during instruction				\$54,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0061 - Central Avenue Elementary Schl	SIG 1003		\$54,000.00
			Notes: Brandi Derstine's salary is paid for by our SIG grant and she will be the person giving PD to teachers on implementing technology into their classrooms to ensure the support of high-yield teaching strategies from the Marzano teaching map.			
3	G1.B1.S2.A1	Monday Math Collaborative Team Planning and Thursday ELA Collaborative Team Planning with at least one instructional coach present. Teachers will discuss instructional strategies, scales, essential standards, formative and summative assessments.				\$0.00
4	G1.B1.S3.A1	The instructional coach will facilitate during PLC. Teachers are required to use the lesson plan template to plan their lessons during PLC. The instructional coach will ensure that it is happenng during this planning time.				\$0.00
5	G1.B1.S4.A1	During PLC the instructional alignment coach will facilitate the unpacking of standards prior to the teachers planning for them.				\$0.00
6	G1.B2.S1.A1	Carefully plan the master schedule to create time for math interventions during iii time.				\$0.00
7	G1.B3.S1.A1	Ensure that we create a master schedule that allows for ALL teachers on a collaborative team to plan together weekly.				\$0.00
8	G2.B1.S1.A1	PD on Classroom Management/Use of discipline flow chart				\$0.00
9	G2.B2.S1.A1	Teachers use their “Responsive Classroom” teacher resource to create meaningful morning meetings and build meaningful relationships with students.				\$0.00
Total:						\$108,000.00