

Okeechobee County School District

Central Elementary School



2017-18 Schoolwide Improvement Plan

Central Elementary School

610 SW 5TH AVE, Okeechobee, FL 34974

<http://centralelementaryschool.sites.thedigitalbell.com/>

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 KG-5	Yes	91%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	66%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Okeechobee 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 Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To prepare all students to be college and career ready and function as productive citizens.

b. Provide the school's vision statement.

Putting Students First

2. School Environment

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

Central Elementary School reinforces relationships between teachers and students through a variety of activities, such as Academic Parent-Teacher Teams (APTT), meet & greets, and monthly luncheons for students who are recognized by teachers for their achievements. We will be instituting Family Read Nights and Family Fun Nights this year, as well, in an effort to encourage parents to engage in even more parental involvement activities that build their capacity to support their children's academic success.

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

Central Elementary School implements Positive Behavior Intervention Support (PBIS) systems throughout the school day. Through this program, students' positive behaviors are recognized and reinforced by adults across the school campus. In addition, Central reinforces the Character Counts curriculum through classroom lessons. These lessons, which are delivered by classroom, guidance, and administrative personnel, are further emphasized in school displays and regular communications throughout the school day. Character Counts teaches students the importance of good citizenship.

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 Elementary School has established clear expectations for student behavior, which are stated on posters throughout the building and are directly taught throughout the school day. All disciplinary actions are governed by the Code of Student Conduct. Disciplinary action is taken when deemed necessary, following a student's progression through the school-wide behavior system, which clearly delineates the consequences for unacceptable behaviors.

Central Elementary School utilizes the CHAMPS program school-wide. CHAMPS is a research-based program that assists teachers with establishing expectations for classroom management, with an emphasis on common expectations, behaviors, and language throughout the building. This program will assist students and teachers alike in meeting the same expectations for behavior and classroom management, respectively.

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.

Our school district has an extensive program designed to identify barriers to learning and promote social and emotional health all while implementing programs that address mental health so that our students are academically successful. Our school guidance counselor is trained to identify students who may need student support services. Our guidance counselor, with open communication with families, can often provide the support needed. In some cases Threat Assessments are conducted to determine if students are a danger to themselves or others. This Threat Assessment is done by a team that includes law enforcement and a trained crisis counselor. If a threat exists, counseling is recommended to the parents and parenting classes can be offered as well.

In addition to the services provided by our school personnel, students who are identified as needing services have access to services provided through our Community Collaborative Council. This community council partnerships with organizations that can provide food for families, money to pay for electric bills, money to pay for doctor visits, school supplies, parenting classes, mental health counseling, and clothes.

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.

The school's student information system provides a list of students who meet the above specified criteria. These students then receive targeted interventions, including intensive instruction and specific support from school personnel.

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	3	4	5	2	1	17	0	0	0	0	0	0	0	32
One or more suspensions	0	0	0	1	0	7	0	0	0	0	0	0	0	8
Course failure in ELA or Math	3	4	5	3	6	45	0	0	0	0	0	0	0	66
Level 1 on statewide assessment	0	0	0	7	5	32	0	0	0	0	0	0	0	44

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	3	4	5	3	6	45	0	0	0	0	0	0	0	66

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

Students identified by the early warning system will receive targeted support from select school personnel. Where academic deficiencies are identified, students will be provided with intensive remedial instruction. They will also be provided with individual assistance regarding academic difficulties in the form of mentoring or tutorial services. Where absenteeism is an issue, school personnel will consult parents regarding ways to improve students' attendance. Behavioral concerns

will be addressed in a variety of ways, including the use of Behavior Improvement Plans (BIPs) and individual mentoring, as appropriate.

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

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 Elementary School works with organizations such as the Okeechobee Educational Foundation, Kiwanis Club, Rotary Club, as well as corporate partners such as The Home Depot to secure resources to support the school and its students. These partnerships are crucial to our success and our close, ongoing, partnerships are reflective of that fact.

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
Stanley, Joseph	Principal
Norman, Christina	Assistant Principal
Davis, Morgan	School Counselor
Whiteside, RaeAnn	Instructional Coach

b. Duties

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

The leadership team meets formally on a weekly basis, and informally on a near-daily basis. During these meetings, we discuss the instructional direction of teachers across the school, as well as what instructional strategies can be implemented in order to improve classroom instruction. Decisions are made as a leadership team, following input from all team members.

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 leadership team meets on a weekly basis for formal meetings to review the needs of the school. During these meetings, all possible resources are discussed, whether they are financial, personnel, or curricular in nature. The budgeting process is conducted carefully each year, following a review of school data. This results in the creation of a budget that coordinates internal, county, and federal funds in such a way as to maximize their impact. The data review at this meeting follows the Step Zero model, so as to ensure that the impact of the resources is maximized. All meetings are led by the principal, but all members of the leadership team, as well as grade level leadership, are involved.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Sandra Navarette	Parent
Mary Hurley	Business/Community
Christina Norman	Education Support Employee
Judy LaFlam	Education Support Employee
Robert Orr	Parent
Tamika Wigfall	Parent
Paul Varillas	Parent
Sonia Sweatt	Parent
Patrick Lawson	Parent
RaeAnn Whiteside	Teacher
Joseph Stanley	Principal
Connie Medrano	Teacher
Dolores Torres	Teacher
Christine Bishop	Parent
Esther Garces	Parent
Valentina Ramos	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

Central Elementary's SAC team evaluates the prior year's school improvement plan at their September meeting.

b. Development of this school improvement plan

Central Elementary's SAC team provides input and guidance regarding the development of the current year's school improvement plan throughout the process, but formalizes their input at their September meeting.

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

Central Elementary's SAC team provides input on the preparation of the school's annual budget at their June meeting and affirms this input at their September meeting.

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

During 2016-17, school improvement funds were expended on instructional materials for use in Central's classrooms. This project cost approximately \$1500.00.

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
Whiteside, RaeAnn	Instructional Coach
DelPrete, Martha	Teacher, K-12
Gumz, Cheryl	Teacher, ESE
Howard, Lori	Teacher, K-12
Korpi, Nicole	Teacher, K-12

b. Duties

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

The LLT promotes literacy within Central Elementary School by meeting on a regular basis to discuss the progress of Accelerated Reader and to plan various literacy activities, such as Reading Fun Days and other rewards for outstanding achievement in literacy.

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.

Positive working relationships are facilitated by the use of weekly professional learning community (PLC) meetings, as well as regular vertical teaming opportunities. In addition, when appropriate, collaborative instruction is facilitated through the use of co-teaching models. This can be seen extensively in the school's inclusive teaching model.

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

The district draws upon several resources to recruit new teachers. Administrators attend recruitment fairs both locally and out of state. Openings are advertised on social media. Networking and online job boards are also utilized. Recruitment incentives are available to current employees. Individual school site recruitment is handled by the administrator. Each new teacher to the district is placed with a mentor who helps the new teacher to develop the skills necessary to become effective in the classroom.

As of September 2017, all teachers at Central Elementary School were certified-in-field and highly qualified.

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

The school's mentoring program is a district-wide mentoring initiative. District mentors are trained and assigned teachers throughout the district based off of level- elementary or secondary. Teams of mentors are responsible for teams of mentees. Mentor teams are responsible for providing after-school PD on a monthly basis. In addition, each school is assigned a POST facilitator (Project ONE Support Team). These facilitators are responsible for providing school-based leadership professional development after school on a monthly basis as well. These two forms of support provide support at the classroom, school, and district level for all of our new educators. The rationale for this way of work is wanting to provide "professional development insulation" for our new teachers with a collective team approach to working together. The hope is this team-based work will sustain the support and assistance needed to retain teachers.

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 Okeechobee County School District (OCSD) reviews, selects, adopts, and implements high quality instructional materials aligned to the Florida Standards. The process of curriculum selection and/or development and implementation at OCSD is done in coordination with the Heartland Educational Consortium. OCSD's Instructional Services department and school leadership teams conduct an ongoing review of the curriculum and instructional materials implemented in each course in order to ensure alignment with the Florida Standards.

b. Instructional Strategies

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

Data from all benchmark and progress monitoring assessments is reviewed on a regular basis by both school leadership and classroom teachers in order to provide and differentiate instruction to meet the diverse needs of students. Instruction is modified by the implementation of small group instruction and differentiated center activities. In addition, instructional paraprofessionals are scheduled to support each classroom during the school day through the provision of additional small group instruction opportunities. Whole group instruction is provided at a rigorous level and support is

provided through scaffolding. Students with disabilities receive inclusion services as prescribed by their IEPs.

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

Strategy: After School Program

Minutes added to school year: 2,160

After school tutorial services are provided for approximately 2 hours per day over a period of 18 weeks, depending on budgetary allocations. This instruction is provided by classroom teachers following the conclusion of the school day. Where possible, in order to encourage participation, the school district provides students with transportation home following the tutorial services.

Strategy Rationale

The rationale for the strategy is that additional instructional time will have a positive impact on student achievement.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Stanley, Joseph, joseph.stanley@okee.k12.fl.us

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

Student achievement data is tracked for those students taking part in the after school tutorial program. This data will be compared with that of the non-participating students in order to compare each group's rate of growth.

Strategy: Extended School Day

Minutes added to school year: 10,800

Based on student performance in English/Language Arts on the Spring 2017 administration of the Florida Standards Assessment, students receive an additional hour of reading instruction each day.

Strategy Rationale

This additional time provides teachers with the opportunity to provide additional, targeted intervention in reading, as well as targeted enrichment for selected students.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Stanley, Joseph, joseph.stanley@okee.k12.fl.us

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

Throughout the year, student performance on iReady and Fountas & Pinnell Benchmark Assessment System assessments will allow teachers and school leaders to monitor student progress in terms of reading achievement. However, student achievement results on the Spring 2018 administration of the Florida Standards Assessment for English/Language Arts will be compared with that of the Spring 2017 administration. This will provide the ultimate evidence of the strategy's success.

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.

Through vertical teaming meetings, teachers at Central meet and discuss the various characteristics of cohorts both entering and leaving the school. This discussion enables teachers to better-support the students in each cohort.

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.

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

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

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.

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. All core academic instruction delivered at Central Elementary School will be standards-based.

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. All core academic instruction delivered at Central Elementary School will be standards-based. 1a

G098055

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	50.0
FSA Mathematics Achievement	65.0
Statewide Science Assessment Achievement	45.0

Targeted Barriers to Achieving the Goal 3

- Professional development for teachers in the area of standards-based instruction, instructional practices, such as guided reading, and district-adopted materials, such as Pearson ReadyGEN.
- Maximization of resources, including time.
- Aligned materials for use in science instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- School Leadership Team
- District Math and Science Coach
- iReady ELA & Math (Gr. K-5)
- Acaletics Math (Gr. 2-5)
- Acaletics Science (Gr. 5)
- Weekly PLC Opportunities
- Fountas & Pinnell Leveled Literacy Intervention
- ReadyGEN Curriculum
- Words Their Way Phonics Program
- Fountas & Pinnell Phonics Program
- STEM Scopes

Plan to Monitor Progress Toward G1. 8

Student Achievement Data from Progress Monitoring Assessments

Person Responsible

Joseph Stanley

Schedule

Quarterly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Student data should indicate that growth is being made at a rate higher than that made during previous years.

Plan to Monitor Progress Toward G1. 8

Data from the Instructional Evaluation System

Person Responsible

Joseph Stanley

Schedule

Evidence of Completion

At least 75% of teachers will be marked 'Effective' on Indicator 14 of the Okeechobee County Instructional Evaluation System. Indicator 14 reads, "Lessons are based on grade level standards and engage students in rigorous coursework, discussions and tasks."

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. All core academic instruction delivered at Central Elementary School will be standards-based. **1**

 G098055

G1.B1 Professional development for teachers in the area of standards-based instruction, instructional practices, such as guided reading, and district-adopted materials, such as Pearson ReadyGEN. **2**

 B263692

G1.B1.S1 Provide weekly PLC meetings, utilizing the PLC protocols, where teachers and school leaders will partner to plan lessons that are standards-based. In addition, job-embedded professional development will be delivered based on identified areas of need. During this time, PD on instructional skills, such as guided reading, will also be provided. **4**

 S279263

Strategy Rationale

This will provide additional professional development and leadership support for teachers, delivered through a PD-to-Practice model.

Action Step 1 **5**

Weekly PLCs

Person Responsible

Joseph Stanley

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Sign-in sheets, agendas, notes.

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

Fidelity of implementation will be monitored through the use of weekly classroom walkthroughs.

Person Responsible

Joseph Stanley

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Walkthrough data sheets, completed teacher observations, anecdotal notes.

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

Student achievement data will be analyzed on a regular basis. This process will include the implementation of quarterly data chats with teachers.

Person Responsible

Joseph Stanley

Schedule

Quarterly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Data analysis observation notes. Agendas and anecdotal notes from quarterly data chats.

G1.B1.S2 Conduct instructional rounds, with selected teachers, three times throughout the year. This will allow teachers to overcome isolationism by promoting a greater exchange of teaching ideas. The impact will be tracked through participant feedback forms and regular classroom walkthroughs conducted by members of the school leadership team. 4

S279264

Strategy Rationale

This will provide job-embedded opportunities for teachers to discuss the Florida Standards and collaborate on best practices.

Action Step 1 5

Instructional Rounds

Person Responsible

Joseph Stanley

Schedule

On 5/25/2018

Evidence of Completion

Agendas, notes, and participant feedback forms.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Walkthroughs will be facilitated and monitored by members of the school leadership team.

Person Responsible

Joseph Stanley

Schedule

On 5/25/2018

Evidence of Completion

Agendas, notes, and participant feedback forms will be collected.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Student achievement data and participant feedback will be analyzed on a regular basis.

Person Responsible

Joseph Stanley

Schedule

Triannually, from 8/14/2017 to 5/25/2018

Evidence of Completion

Agendas and anecdotal notes from meetings related to instructional rounds. Participant feedback forms.

G1.B2 Maximization of resources, including time. 2

 B263693

G1.B2.S1 Instructional blocks will be lengthened to accommodate additional time in reading and mathematics. Grade 5 teachers will be departmentalized, where appropriate. In addition, the four allocations for students classified as ESE will be restructured to allow for three inclusion teachers and one teacher for students in need of full-time services. 4

 S279265

Strategy Rationale

The redistribution and reallocation of these resources, which include both personnel and time, will allow improved instruction to take place. This improvement will occur as a result of additional instructional time, additional planning time, and/or a reduced student-teacher ratio.

Action Step 1 5

The master schedule will be adjusted to accommodate additional times as described.

Person Responsible

Joseph Stanley

Schedule

Evidence of Completion

Completed master schedule.

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

Modifications to the school's master schedule and personnel distribution.

Person Responsible

Joseph Stanley

Schedule

On 5/25/2018

Evidence of Completion

Completed master schedules.

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

Student achievement data in the areas of English/Language Arts, Mathematics, and Science.

Person Responsible

Joseph Stanley

Schedule

On 5/25/2018

Evidence of Completion

Data analysis notes.

G1.B3 Aligned materials for use in science instruction. 2

B263694

G1.B3.S1 The materials used for science will include STEM Scopes, AIMS for Florida's Next Generation Sunshine State Standards, and Acaletics, in addition to the use of instructional modules provided by the Heartland Educational Consortium. 4

S279266

Strategy Rationale

These materials are aligned to the Next Generation Sunshine State Standards for science, which are the foundation upon which the Statewide Science Assessment is created. As a result, students will have a greater amount of exposure to instructional materials that are aligned to the appropriate grade-level standards and content.

Action Step 1 5

Materials will be provided to teachers and students, as described.

Person Responsible

Joseph Stanley

Schedule

On 5/25/2018

Evidence of Completion

Purchase Orders

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

The utilization of the adopted materials for science instruction.

Person Responsible

Joseph Stanley

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Anecdotal notes from walkthroughs and conferences, as well as completed lesson plans.

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

Student achievement data will be analyzed on a regular basis.

Person Responsible

Joseph Stanley

Schedule

Monthly, from 8/14/2017 to 8/14/2017

Evidence of Completion

Anecdotal notes from student achievement data analysis.

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.MA2 M406973	Data from the Instructional Evaluation System	Stanley, Joseph	8/14/2017	At least 75% of teachers will be marked 'Effective' on Indicator 14 of the Okeechobee County Instructional Evaluation System. Indicator 14 reads, "Lessons are based on grade level standards and engage students in rigorous coursework, discussions and tasks."	No End Date annually
G1.B2.S1.A1 A376309	The master schedule will be adjusted to accommodate additional times as described.	Stanley, Joseph	8/10/2017	Completed master schedule.	No End Date one-time
G1.B3.S1.MA1 M406970	Student achievement data will be analyzed on a regular basis.	Stanley, Joseph	8/14/2017	Anecdotal notes from student achievement data analysis.	8/14/2017 monthly
G1.MA1 M406972	Student Achievement Data from Progress Monitoring Assessments	Stanley, Joseph	8/14/2017	Student data should indicate that growth is being made at a rate higher than that made during previous years.	5/25/2018 quarterly
G1.B1.S1.MA1 M406964	Student achievement data will be analyzed on a regular basis. This process will include the...	Stanley, Joseph	8/14/2017	Data analysis observation notes. Agendas and anecdotal notes from quarterly data chats.	5/25/2018 quarterly
G1.B1.S1.MA1 M406965	Fidelity of implementation will be monitored through the use of weekly classroom walkthroughs.	Stanley, Joseph	8/14/2017	Walkthrough data sheets, completed teacher observations, anecdotal notes.	5/25/2018 weekly
G1.B1.S1.A1 A376307	Weekly PLCs	Stanley, Joseph	8/14/2017	Sign-in sheets, agendas, notes.	5/25/2018 weekly
G1.B2.S1.MA1 M406968	Student achievement data in the areas of English/Language Arts, Mathematics, and Science.	Stanley, Joseph	8/14/2017	Data analysis notes.	5/25/2018 one-time
G1.B2.S1.MA1 M406969	Modifications to the school's master schedule and personnel distribution.	Stanley, Joseph	8/14/2017	Completed master schedules.	5/25/2018 one-time
G1.B3.S1.MA1 M406971	The utilization of the adopted materials for science instruction.	Stanley, Joseph	8/14/2017	Anecdotal notes from walkthroughs and conferences, as well as completed lesson plans.	5/25/2018 weekly
G1.B3.S1.A1 A376310	Materials will be provided to teachers and students, as described.	Stanley, Joseph	10/8/2017	Purchase Orders	5/25/2018 one-time
G1.B1.S2.MA1 M406966	Student achievement data and participant feedback will be analyzed on a regular basis.	Stanley, Joseph	8/14/2017	Agendas and anecdotal notes from meetings related to instructional rounds. Participant feedback forms.	5/25/2018 triannually
G1.B1.S2.MA1 M406967	Walkthroughs will be facilitated and monitored by members of the school leadership team.	Stanley, Joseph	8/14/2017	Agendas, notes, and participant feedback forms will be collected.	5/25/2018 one-time
G1.B1.S2.A1 A376308	Instructional Rounds	Stanley, Joseph	8/14/2017	Agendas, notes, and participant feedback forms.	5/25/2018 one-time

V. Professional Development Opportunities

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

G1. All core academic instruction delivered at Central Elementary School will be standards-based.

G1.B1 Professional development for teachers in the area of standards-based instruction, instructional practices, such as guided reading, and district-adopted materials, such as Pearson ReadyGEN.

G1.B1.S1 Provide weekly PLC meetings, utilizing the PLC protocols, where teachers and school leaders will partner to plan lessons that are standards-based. In addition, job-embedded professional development will be delivered based on identified areas of need. During this time, PD on instructional skills, such as guided reading, will also be provided.

PD Opportunity 1

Weekly PLCs

Facilitator

Members of the School Leadership Team

Participants

Classroom Teachers

Schedule

Weekly, from 8/14/2017 to 5/25/2018

G1.B1.S2 Conduct instructional rounds, with selected teachers, three times throughout the year. This will allow teachers to overcome isolationism by promoting a greater exchange of teaching ideas. The impact will be tracked through participant feedback forms and regular classroom walkthroughs conducted by members of the school leadership team.

PD Opportunity 1

Instructional Rounds

Facilitator

Members of the School Leadership Team

Participants

Classroom Teachers

Schedule

On 5/25/2018

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	Weekly PLCs				\$0.00
2	G1.B1.S2.A1	Instructional Rounds				\$1,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5000	390-Other Purchased Services	0031 - Central Elementary School	Title, I Part A		\$1,800.00
3	G1.B2.S1.A1	The master schedule will be adjusted to accommodate additional times as described.				\$0.00
4	G1.B3.S1.A1	Materials will be provided to teachers and students, as described.				\$0.00
					Total:	\$1,800.00