Auburndale Central Elementary School

2017-18 Schoolwide Improvement Plan

Auburndale Central Elementary School

320 LEMON ST, Auburndale, FL 33823

http://schools.polk-fl.net/ace/

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	66%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	F	D*	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 Polk 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.

Table of Contents

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 Auburndale 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.

Our mission is for every learner to reach academic excellence by becoming creative problem solvers and change makers.

b. Provide the school's vision statement.

Our vision is to provide a nurturing environment committed to achieving academic excellence through the use of high yield strategies in preparation for college or career.

2. School Environment

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

Auburndale Central Elementary celebrates its students' diverse culture and heritage during our "Heritage Day" celebration event held during one of our parent/family events. Each class shares about a different country after a time of study by creating a display board showing important facts they have learned about their assigned country. (ex. foods, geographical location, language, holidays, weather, education, history, resources, tourism, etc). Teachers, staff, and students are encouraged to dress in native apparel during the day and event.

The fine arts (music, art) and P.E teachers assist by teaching songs, dances, and having students create art work for their country during weekly lessons fduring the year.

Cultures are taught through text in the language arts classrooms.

Parents not only enjoy the presentations, but also get to participate as they bring in home-made food items to share after enjoying seeing their child sing, dance, and share about the country they have studied.

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

Auburndale Central Elementary's school staff provides a safe, healthy, and supportive learning environment for all stakeholders. ACE strives to have a physical environment that is welcoming and conducive to learning, ƒa social environment that promotes communication and interaction with all stakeholders, ƒan affective environment that promotes a sense of belonging and self-esteem ƒand an academic environment that promotes learning and high expectations. Students are allowed to express their thoughts and ideas, build relationships, and practice collaboration during the instructional day. Teachers are required to display student work samples that include positive specific feedback allowing students to feel reassured about their academic abilities.
At ACE we have a zero tolerance policy regarding bullying. We solicit the assistance of Denise Sepulveda, the district's school social worker-bullying prevention coordinator who provides quarterly student assemblies and parent meetings to discuss our non-bullying policy. Should a student feel the need to report bullying, a bullying box is placed in the front office for that purpose. The bully box is checked regularly by the assistant principal who then conference with the student. With consistency

across the school in academic expectations and behavioral expectations children feel safe and respected throughout the school day.

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.

Auburndale Central Elementary implements the "CHAMPS" school wide and follows the Positive Behavior Support (PBS) System that focuses on increasing positive behavior so that we can focus on student achievement and learning. The PBS/CHAMPS system includes a variety of analysis and tracking forms to collect data necessary to identify effective ways of changing inappropriate behavior (teacher managed) before it becomes an office discipline referral. The purpose is to modify behavior so that the focus can return to learning. Clear and consistent behavioral expectations are school-wide and all staff members are trained on the "CHAMPS" and the PBS system during the pre-planning week prior to the students return to school. Students are taught the steps to become CHAMPS and the school-wide behavioral expectations during the first week of school. Each classroom monitors behavior through a "clip system" that is described at orientation, open house, and through newsletters that are sent home and reviewed by each parent. Students receive a colored stamp in their agenda matching the color on the clip chart ata the end of the day. Along with CHAMPS/PBS, we have implemented "Caught Being Good." This immediate reward system enables students to receive a coupon, go to the office and retrieve a reward from the treasure box. Students earning a "Caught Being Good are recognized daily during the afternoon announcements. The PBS/CHAMPS Committee members meet monthly to review needs and accomplishments and make revisions to the plan accordingly.

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.

Auburndale Central Elementary (ACE) ensures the social-emotional needs of all students are being met by providing the following: counseling, mentoring, creating a safe atmosphere, meeting students individual needs, establishing a support network, and developing student character and academics.

The guidance counselor provides counseling to students when students need someone to talk to or they cannot cope in the classroom because of psychological needs, social needs and the lack of resources that effect the student academically. The counselor provides the students with coping skills to help them get through their academic day. To assist with meeting the social and emotional needs our students, the counselor teachers lessons utilzing district provided materials. In addition, the administrators mentor and build a rapport by meeting with parents and students with potential/known issues to encourage proper behavior. Mental Health services are also available when needed through Winter Haven Behavioral Health.

ACE has joined forces with the the United Way Reading PALS, and the City of Auburndale for mentoring students. Teachers make sure the students feel safe and secure by providing specific strategies to create a safe atmosphere. Teachers meet students' individual needs through assessment prompts, small groups, Kagan activities, collaborative pairs, and Tier plans. ACE is great at providing a support team for the student. The teachers, administration, school psychologist, and guidance counselor work with parents and ensure the students are supported 100%. Students are taught social skills throughout the day and are praised for a job well done to help develop character along with academics.

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.

Polk County Public Schools has an early warning system that automatically notifies the schools of students that are absent 10 or more days of enrollment regardless of whether the absence is excused or a result of out-of-school suspension, total number of in-school and out-of-school suspensions greater than three days, and students over age 2 or more years for the grade level. The principal reviews all report cards quarterly and notes course failures in English Language Arts and Mathematics. She communicates with parents and meets with teachers to implement a plan for academic success. All level 1 scores on statewide, standardized assessments in English Language Arts and mathematics are analyzed and instructional adjustments are made to ensure success.

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	0	17	9	8	2	12	0	0	0	0	0	0	0	48
One or more suspensions	0	0	0	5	1	1	0	0	0	0	0	0	0	7
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	8	14	34	0	0	0	0	0	0	0	56

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	0	0	0	8	23	39	0	0	0	0	0	0	0	70

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

Auburndale Central Elementary (ACE) monitors students who are falling behind on academic knowledge and skills so that we can provide extra help and interventions such as: mentoring, tutoring, targeted literacy and math curriculum support, extended school time, and a wide range of other supports to keep students on track for graduation.

The attendance committee monitors attendance and the school social worker sends home letters when 5 and 10 absences have occurred. We meet with parents to assist the families with understanding the importance of attendance and to develop a plan of action to assist with attendance issues.

ACE also monitors behavior through a school-wide behavioral tracking system and we refer children with constant discipline referrals to our MTSS team to be supported through a behavioral plan and/or Tier plan.

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

Auburndale Central Elementary builds positive relationships with families to increase involvement by conducting three face to face conferences between teachers and parents in order to keep parents informed of their child's progress. Report cards are sent home every 9 weeks and interim reports are sent home once every 9 weeks. A monthly school-wide newsletter is sent home stating the curriculum each grade level is teaching and other important school-wide information. The mission and vision is stated in the newsletter and is also displayed on a board in the waiting room of the office. We build positive relationships with our families by having a "Family Friendly" office staff. Once a month we have a "Tuesday Night Live" that families are invited to attend. During these events we get parents and students involved. Teachers use agendas as daily communication between home and school. The Positive Behavior Support System is also noted in the daily agendas. Parents receive daily behavioral feedback through the agendas. Teachers frequently communicate and document parent phone conferences on a conference log that is turned into administration.

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.

Auburndale Central builds and sustains partnerships with the local community by having 8 - 10 members of the City of Auburndale as Reading Pals to our kindergarten students. The school stays in close contact with the Auburndale City Manager and communicates needs of the school. Auburndale Central Elementary maintains several business partners that donate time to volunteer and assist with school-wide projects, as well as donate resources to the school. We sustain our partnerships through constant communication, thank you notes, and celebrations.

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
May, Octavia	Principal
Lott, Sandria	School Counselor
Scott, Sheila	Assistant Principal
Stoquert, Sara	Instructional Coach
Wilson, Latoyia	Instructional Coach
Perez, Emelia	Other

b. Duties

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

Octavia May: The principal provides a common vision for the use of data-based decision–making; models the problem solving process; supervises the development of a strong infrastructure for implementation of MTSS; ensures that the school-based team is implementing MTSS; conducts assessment of MTSS skills of school staff; ensures implementation of intervention support and documentation; ensures and participates in adequate professional learning to support MTSS implementation; develops a culture of expectation with the school staff for the implementation of MTSS school-wide; ensures resources are assigned to those areas in most need; and communicates with parents regarding school-based MTSS plans and activities. Develops or brokers technology necessary to manage and display data, provides professional development and technical support to teachers and staff regarding data management and graphic display.

Sheila Scott: Assistant Principal- assists the principal in providing a common vision for the use of data-based decision-making; assists in the development of a strong infrastructure of resources for the implementation of MTSS; further assists the principal in the assessment of MTSS skills, implementation of intervention support, and documentation; ensures and participates in professional learning; and communicates with parents concerning MTSS plans and activities. Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; assists with professional development for behavior concerns; assists in facilitation of data-based decision making activities.

Sara Stoquert: Literacy Coach - Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identifies patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; provides support for assessment and implementation monitoring; and models/coaches teachers in areas that need development in order to better meet student educational needs.

Sandria Lott: Guidance Counselor - Provides quality services and expertise on issues ranging from program design to assessment; guides and provides intervention with individual students, in small group, and in whole classroom settings; communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success.

LaToyia Wilson - Math Coach - Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing mathematics on scientifically based curriculum/behavior assessment and intervention approaches; identifies patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole group screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; provides support for assessment and implementation monitoring; and models/coaches teacher in areas that need development in order to better meet student educational needs.

Emelia Perez - Math Interventionist - Analyzes math data in order to identify students in need of extra support; use supplemental resources to increase achievement; meet daily with targeted students; meet with teachers to determine additional needs/improvements of students, and provide small group instruction daily to students in the lowest quartile

Trimeishia Sheppard - Reading Interventionist - Analyzes ELA data in order to identify students in

need of extra support; use supplemental resources to increase achievement; meet daily with targeted students; meet with teachers to determine additional needs/improvements of students, and provide small group instruction daily to students in the lowest quartile

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 MTSS Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (rigor, relevance, and relationships); facilitated the development of a systematic approach to teaching (gradual release, essential questions, activating strategies, teaching strategies, extended thinking, refining, and summarizing); and aligned processes and procedures.

Title I, Part A
Services are provided to ensure students requiring additional remediation are assisted through after-school programs. The district coordinates with Title II and Title III in ensuring staff development.
Title I, Part C- Migrant
Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.
Title I, Part D
District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.
Title II
District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. (Ex. Purchase new technology for classrooms.)
Title III
Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.
Title X- Homeless
District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act.
Supplemental Academic Instruction (SAI)
SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers. SAI funds will be used to expand the summer program to all Level 2 students.
Violence Prevention Programs
The school offers a non-violence and anti-drug program to students that incorporate field trips, community service, drug tests, and counseling.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Octavia May	Principal
Sheila Scott	Principal
Peggy Shadrick	Business/Community
Lisa Carver	Parent
Jennifer Bishop	Parent
Sharon Davis	Education Support Employee
Sandria Lott	Teacher
Norma Carrillo	Parent
Lisa Bamberg	Education Support Employee
Angelica Martinez	Parent
Latoyia Wilson	Education Support Employee
James Green	Business/Community
Ed Norris	Business/Community
Trimiesha Sheppeard	Parent
Emelia Perez	Teacher
Peggy Earle	Business/Community
Dexter Brown	Business/Community
Betty Calderon	Parent
Renard Thomas	Teacher
Andrea Dunn	Teacher

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

The School Advisory Council will meet four times in the upcoming school year. The School Advisory Council will assist in the preparation, implementation, and evaluation of the School Improvement Plan as it is a working document and if adjustments need to occur this will be discussed and reviewed with our SAC. The Council makes recommendations and assists the school administration in areas of school improvement. These functions are performed through participatory decision-making by parents, educators, school staff, business people, and other community members who are stakeholders in the school.

b. Development of this school improvement plan

Initial SAC Committee for the '17-'18 school is scheduled for September 14, 2017

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

The annual budget was reviewed and discussed with the SAC during our May 2017 meeting. We do not have any special projects at this time.

As the year progresses, the '17-'18 SAC committee will address budget and plans for the future.

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

Currently we do not have any funds allocated for projects.

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.

No community members attended the SAC meeting on Sept. 23, 2015, although many were invited. We will work to build community capacity.

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
May, Octavia	Principal
Scott, Sheila	Assistant Principal
Perez, Emelia	Teacher, K-12
Stoquert, Sara	Instructional Coach
Wilson, Latoyia	Instructional Coach
Lott, Sandria	School Counselor

b. Duties

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

The major initiatives involve increasing student achievement by helping teachers have a thorough understanding of the curriculum to be taught. Therefore, the LLT members will attend trainings provided them by the district, then, meet with teachers to disseminate information, unpack the standards, analyze data, and improve the planning and instructional process in all content areas.

The District Literacy, Math, and Science Coaches meet with administration, teachers,and the LLT for planning, monitoring, data collection walk-throughs and coaching in order to provide support to improve staff and student understanding.

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

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

Teachers will have non-negotiable collaborative planning two days each week for ELA, math, and science to create instructional lesson plans based on the current Florida standards. Teachers participate on committees for discipline, technology, and academics, as well.

Grade level meetings are held on non-collaborative meeting days to continue the planning preparation and process that ensures the implementation of instruction which meets the rigor of the standards and

are aligned to grade-level content.

We also encourage a positive work environment through our CHAMPS/PBS system that implements not only student exemplary leader initiatives but also exemplary staff leader recognition each morning on the announcements.

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

Administration meets twice monthly with new teachers. New teachers are partnered with a mentor (veteran teacher).
Administration works closely with college campus job fairs and recruiting at universities. We also solicit the assistance of district personnel to hire highly qualified staff. We maintain and hire highly qualified interns.

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

New teacher hires without an educational degree are assigned mentors through the district's PEC program. In addition, first year teachers who have completed their eduational degree are assigned mentors on campus to support them throughout the year. This year a retiring principal will mentor new teachers weekly during the first semester providing them with guidance for starting the year, tips for classroom management, and answering other questions they may have.

New Teacher Mentor
Ms. Fogleson - Mrs. Fennell
Mr. Little - Mrs. Sheppard
Ms. Parrish - Mrs. Greubel
Mr. Thomas. - Mrs. Stoquert
Mr. Rose - Mrs. Stoquert
Ms. Herrera - Mrs.. Lott

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

During the 2016-17 school year, efforts were in place to align instruction to state standards were focused on
teacher collaboration with an emphasis on teacher's unpacking state standards and fully understanding the standards to implement instruction. Efforts to increase academic rigor and the level of student engagement came as a result of teacher collaborative efforts, meaningful data scrubbing, and utilizing student progress monitoring results to plan for future instruction.

We ensure our core instruction and materials align with the Florida Standards by confirming the overlay of standards, item specifications (3rd -5th) and district supported curriculum maps during the planning process by utilizing learning scales and goals, monitoring student progress and providing teacher feedback in a meaningful, timely manner.

Continued emphasis will be placed on teacher collaboratively planning within grade levels 2 times

weekly with the school based Literacy and Math instructional coaches, ESE teachers and the math and reading interventionist. An administrator and district level instructional coach attend the planning sessions as well to ensure the alignment to standards. We note as to whether our core instructional activities meet the rigor and cognitive complexity of each standard as set forth in the Florida Standards during collaborative planning. The matching of the instructional materials to the standards is extremely important as resources are used to meet the rigor and complexity for mastery of the 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 school, district, and state assessments are used by teachers, coaches, and administration to determine small group and individual student needs for those mastering and not mastering the standards through the use of our Electrtonic Data Tracking Tool (EDTT). In addition to the classroom teacher who is providing instruction in the small group/individual setting, administrators, instructional coaches and paraprofessionals are scheduled in all 2nd-5th classrooms daily to support small group instruction. Paras also work in grades K and 1 withESOL students.
The Math Interventionist provides daily support within the classroom for the lowest 25% of students in grades 2nd-5th. The Literacy Interventionist provides dailly support within the classroom for the lowest 25% of students in grades 2nd-5th. The Literacy and Math Coaches provides assistance with professional development, analyzing data, planning, coaching, modeling/co-teaching, and teaching small groups to provide instructional support for our students not meeting grade level standards as determined by ongoing progress monitoring.

Administration monitors assessment results and uses the data to determine professional development for teachers throughout the year. Data is posted in the planning room and addressed prior to planning sessions.

Teachers hold parent conferences at least 3 times a year sharing not only the child's data, but ideas and resources for the parent/child in order to help parents assist their children at home. An individual student data form which includes weekly, unit and district assessment results are shared with parents and requires a parent signature every 9 week period.

The school day is extended to allow targeted students to attend before and after school tutoring for additional instructional support for students who scored a level 1 or level 2 to build foundational skills and understanding to master grade level standards. The extended day will also be offered beginning in early September to students scoring a level 3 or level 4 to ensure they maintain these scores. The before school and after school tutoring involves direct teacher instruction with small groups in the area of reading or math.

We noted ESOL did not make the gains deemed necessary and wanted our students to have a jump start in knowing the campus and gaining experiences with the English language as well as the academic language, giving them background experience prior to school beginning. Therefore, during the summer, we provided a 2-week "Ready, Set, Go" reading program to give the ESOL students a boost with academic vocabulary, introduction to the campus (for ESOL students new to ACE), and language skills associated with school in general. Students were fed breakfast and lunch during the 8:00 – 11:30 program. Parents were encouraged to stay and participate so they could also improve their English language and learn ideas on how to assist their child at home.

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

Strategy: Extended School Day

Minutes added to school year: 3,000

Students will attend tutoring sessions before school M- Th to master grade level standards as required by Florida Standards.

Strategy Rationale

Students who are deficient in reading or math will have the opportunity to increase and/or master needed skills for grade level proficiency.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Lott, Sandria, sandria.lott@polk-fl.net

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

Data from the district progress monitoring assessments.

Strategy: Summer Program

Minutes added to school year: 1,560

Provide a 2-week (4 days each week for 3.5 hrs) "Ready, Set, Go" reading program to give the ESOL students a boost with academic vocabulary, introduction to the campus (for ESOL students new to ACE), and language skills associated with school in general

Strategy Rationale

ESOL students get a jump start in knowing the campus and gaining experiences with the English language as well as the academic language, giving them background experience prior to school beginning

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Scott, Sheila, sheila.scott@polk-fl.net

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

Scores from '16 - '17 STAR or FSA score will be compared to upcoming scores

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.

Auburndale Central has two Pre-Kindergarten Head Start classrooms housing 18 students each under the supervision of a certified teacher and CDAT with both working cohesively to teach curriculum provided by the HeadStart Department. In addition, a Family Service Advocate and a Lead Resource Coach assists the parents, teachers, and CDATs in and out of the classroom.
Once the preschool student completes the transition to Kindergarten student, the FKLRS, STAR and are administered.
In-coming Kindergarten students are invited to participate in our "Bridge Bus" that visits the school each week. Students have short themed lessons and check out books while visiting on the bus. .
Students have access to online activities with the computers on the bus, as well.
Literature and Scholastic books are given to the parents who attend parent trainings so as to promote the importance of reading.
A Kindergarten readiness skills test is administered to each student. A copy of the assessment is shared with parents during conferences with specific instructions on activities which they may do with their child to improve his/her readiness.
Volunteers with the United Way read with students as a part of the "Reading Pals Program" twice a week for 30 minutes each session.
Data collected is used to differentiate instruction and design activities to fill gaps or provide enrichment in school readiness and socialization.
The guidance counselor dedicates time and materials to assist the Kindergarten students and parents to make a successful transition into Kindergarten.
Students from the on campus Head start program are given the opportunity to experience a day of Kindergarten at Auburndale Central prior to the end of the school year.
Parents of both preschool and school-aged children are encouraged to attend the numerous parent training opportunities held throughout the year.
The personnel involved in this program include: media specialist, guidance counselor, math coach, teacher trainer, para-educators, principal, assistant principal, and kindergarten teachers.
Pre-kindergarten students and their parents participate in school-wide programs that provide them with literature and information to make the transition into Kindergarten a smooth process.
Parent feedback is another tool used in evaluating the effectiveness of the Round Up and other parent activities.
Outgoing 5th graders are invited to visit the local middle schools to orient them for their upcoming middle school years.
The middle school orchestra teacher teaches holds a weekly strings class for interested 5th graders in preparation for middle school music class.
Guidance Counselors from the middle school come over prior to testing to discuss middle school options with the 5th graders and why students need to focus on learning and becoming proficient in math and reading. End of the year reward celebrations held for students are always geared and focused with their upcoming high school graduation date posted and included in announcements and conversations.

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.

ACE's School Wide
College and Career Week: 2016-2017 Schedule of Events

Daily: Monday-Friday
There will be a fact read about a college on the morning announcements.

WEEKLY SCHEDULE:

MONDAY: classes decorate classroom doors in college theme

TUESDAY: Teachers bring college they attended paraphernalia to display in the cafeteria (pendants, shirts, etc…)

WEDNESDAY: Students parade around campus to look at doors

THURSDAY: CAREER DRESS UP DAY

FRIDAY: COLLEGE APPAREL DAY

End of the year award celebrations held for students are always geared and focused with their upcoming high school graduation date posted and included in announcements and conversations. Polk State College is present at the 5th grade end of year celebration to present Academic scholarships to 6 of our students.

Local colleges are invited to participate in orientation at the beginning of the year to share information with students and parents who might be interested in classes themselves (GED, higher education, etc.)
We hold a Great American Teach-In with businesses, various industries, and community organizations sharing with our students about themselves, goals, and line of work. All classes visit the different stations and have speakers in their classrooms throughout the day as they learn about possible career opportunities for their future.

We will continue each of these activites for the 2017-2018 school year.

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

N/A

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

The school will hold events to encourage students to learn about colleges and different careers.

>The Great American Teach In -- people from the community showcase their jobs; students travel to different stations around the campus to visit the numerous community and career organizations ser up around the campus.

>Teachers, staff, and announcements focus on college and career activities, dress up, door decorations, bulletin boards, etc.

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.

Areas of strengths include:

The school continuing to build capacity with the teachers. As a strength, the capacity of the learning teams has resulted in active engagement from teachers. Teachers plan together two times a week for ELA, math, and science to build their best lessons for students. Teachers participate on committees for discipline, technology, and academics.

Providing professional development for teachers and staff based on the collaborative planning discussions and progress monitoring to ensure student achievement as measured by ELA, Math and Science Spring 2017 assessment data.

Having a positive school culture and climate that resulted in high teacher expectations and student engagement.

Teachers responding to student behaviors that were appropriate and positive behavior was encouraged and reinforced using CHAMPS and our "Caught Being Good" coupons.

A monthly reward incentive was provided for students who had perfect attendance for the month.

Areas of need:

Providing tutoring to build foundational skills for students who scored level 1 or level 2 on the 2017 ELA and Math FSA, then the students will make learning gains to meet grade level proficiency while providing enrichment activities for students who scored a level 3 or 4 to ensure they maintain proficiency.

As noted in the table above, we continue to have an excessive amount of teacher turnover due to various circumstances. The retention of 100% of our teachers for a minimum of 3 years is imperative as we provide time for prep, collaboration, and professional development to improve teacher effectiveness as well as morale.

Strengthen the core to create a culture of continuous improvement focused on classroom observations, immediate feedback, frequent and focused teacher collaboration that positively affects student achievement and more time for rigorous core academic instruction.

Increasing the FSA ELA and Math achievement levels of our ESE and ELL subgroups.

Increase student attendance by implementing specific family and community involvement activities and ensuring teachers have a high expectation and engaging classrooms.

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

Teacher efficacy
Parents not understanding the importance of school attendance
Teachers not valuing the importance of student learning by ensuring instructional practices are implemented as determined by the Florida standards
Funding for teacher pay in order to provide extended learning opportunities for students

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If all teachers consistently teach to the depth of the standards for core instruction and utilize data-driven small group direct instruction, then 47% or more of students in gr. 3-5 will demonstrate proficiency on the Spring 2018 State Assessments.

G2.   If we increase teacher capacity and provide support to build efficacy for teachers during the 2017-2018 school year, then 75% or more of the teachers will remain at the school for the 2018-2019 school year.

G3.   If all stakeholders utilize data from Performance Matters Early Warning System to identify, monitor, and implement an attendence plan for at-risk students, then 80% or more of students will attend school at least 170 days of the 17-18 school year as documented by the Early Warning System.

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 all teachers consistently teach to the depth of the standards for core instruction and utilize data-driven small group direct instruction, then 47% or more of students in gr. 3-5 will demonstrate proficiency on the Spring 2018 State Assessments. 1a

🔑 G098923

Targets Supported 1b

Indicator	Annual Target
School Grade - Percentage of Points Earned	47.0

Targeted Barriers to Achieving the Goal 3

- Lack of understanding of data and not being used to drive instruction
- Lack of teacher knowledge to teach to the the full intent of the standard

Resources Available to Help Reduce or Eliminate the Barriers 2

- Continue focus on push in support, small groups
- Provide PD on small groups
- Focus on bubble kids
- Collaborative planning
- Interventionist support
- District Curriculum Maps
- IStation
- Performance Matters
- District support for ELL & ESE

Plan to Monitor Progress Toward G1. 8

STAR Reading and Math, Isip, District writing prompts

Person Responsible
Octavia May

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

Evidence of Completion
Electronic Data Tracking Tool

Plan to Monitor Progress Toward G1. 8

Classroom walkthroughs

> **Person Responsible**
> Octavia May
>
> **Schedule**
> Daily, from 8/10/2017 to 5/24/2018
>
> *Evidence of Completion*
> Journey notes, admin/teacher conference feedback dates/notes

Plan to Monitor Progress Toward G1. 8

Coaching during PLC

> **Person Responsible**
> Octavia May
>
> **Schedule**
> Weekly, from 8/3/2017 to 8/25/2017
>
> *Evidence of Completion*
> Coachs' notes, coachs' meeting log

Plan to Monitor Progress Toward G1. 8

Star Reading & Performance Matters

> **Person Responsible**
> Octavia May
>
> **Schedule**
> Weekly, from 8/10/2017 to 5/24/2018
>
> *Evidence of Completion*
> Star Reading Data & Performance Matters Data

Plan to Monitor Progress Toward G1. 8

Monitor Istation Usage

> **Person Responsible**
> Octavia May
>
> **Schedule**
> Weekly, from 8/10/2017 to 5/24/2018
>
> *Evidence of Completion*
> Isip reports

G2. If we increase teacher capacity and provide support to build efficacy for teachers during the 2017-2018 school year, then 75% or more of the teachers will remain at the school for the 2018-2019 school year. `1a`

🔍 G098924

Targets Supported `1b`

Indicator	Annual Target
Attendance rate	75.0

Targeted Barriers to Achieving the Goal `3`

- Lack of support

- Teacher Commitment w/new teachers 0-3 yrs. experience

- Teachers lacking content knowledge

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

- Coaching support including the coaching cycle

- New Teacher Mentor

- Leadership Mentoring

- District Support & Incentives

- Weekly collaborative planning for core instruction

- Targeted Professional Delevopment

Plan to Monitor Progress Toward G2. `8`

Monitor teacher vacancies in RHS.

Person Responsible
Octavia May

Schedule
Monthly, from 10/1/2017 to 8/31/2018

Evidence of Completion
RHS system

G3. If all stakeholders utilize data from Performance Matters Early Warning System to identify, monitor, and implement an attendence plan for at-risk students, then 80% or more of students will attend school at least 170 days of the 17-18 school year as documented by the Early Warning System. 1a

🔑 G098925

Targets Supported 1b

Indicator	Annual Target
Attendance rate	58.0

Targeted Barriers to Achieving the Goal 3

- Parents do not see importance of attendance

Resources Available to Help Reduce or Eliminate the Barriers 2

- Create an attendance monitoring team (T.O, MTSS)

- Provide incentives/reward for students/class attendance

- Track current students who have 18 or more absences or are close to 18 absences using the EWS

- Attendance Notification—make phone calls/home visits for prior chronic absences (Day 2-phone call, Day 5 – parent meeting, Day 7 – Home Visit)

- Encourage parent involvement during morning hours

Plan to Monitor Progress Toward G3. 8

Track current students who have 18 or more absences or are close to 18 absences using the EWS

Person Responsible
Sandria Lott

Schedule
Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion
Attendance rewards/incentives checklist

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. If all teachers consistently teach to the depth of the standards for core instruction and utilize data-driven small group direct instruction, then 47% or more of students in gr. 3-5 will demonstrate proficiency on the Spring 2018 State Assessments. 1

🔑 G098923

G1.B1 Lack of understanding of data and not being used to drive instruction 2

🔑 B266300

G1.B1.S1 Continue focus on push in support in small groups from administration, leadership team, and paras during reading and math 4

🔑 S282232

Strategy Rationale

Data showed that the push in support increased student gains overall and in the lowest quartile

Action Step 1 5

Support will be provided to teachers during the ELA and Math instructional block.

Person Responsible

Octavia May

Schedule

Daily, from 8/14/2017 to 5/24/2018

Evidence of Completion

STAR scores, Isip scores, FSA scores

Action Step 2 5

Provide PD for teaching cycle - from introduction to release, more release, to full release

Person Responsible

Octavia May

Schedule

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

Evidence of Completion

Lesson plans

Action Step 3 5

SBLT will conduct walk through to ensure implementation of the standards

Person Responsible

Octavia May

Schedule

Monthly, from 8/10/2017 to 12/21/2017

Evidence of Completion

Measurement chart

Action Step 4 5

Provide professional development on Marzano's Learning Map

Person Responsible

Octavia May

Schedule

Every 3 Weeks, from 8/10/2017 to 5/18/2018

Evidence of Completion

Use of taxonomy levels, question stems, products, assignments, and tasks to meet depth of standard

Action Step 5 5

Use STAR data to drive small group instruction in reading and math in all K-5 classrooms.

Person Responsible

Octavia May

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

STAR reports, Performance Matters, small group grouping

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

Administrative classroom walk-throughs

> **Person Responsible**
>
> Octavia May
>
> **Schedule**
>
> On 5/24/2018
>
> ***Evidence of Completion***
>
> Coaches log, journey, teacher feedback form

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

Instructional Review

> **Person Responsible**
>
> Octavia May
>
> **Schedule**
>
> Quarterly, from 8/21/2017 to 3/9/2018
>
> ***Evidence of Completion***
>
> Focused Instructional Review

G1.B1.S2 Use data to make informed instructional decisions 4

S282233

Strategy Rationale

Using data to make informed instructional decisions will increase instructional staff's knowledge of student needs and assist in setting goals

Action Step 1 5

Based on data reviews students will be targeted for extended learning opportunities

Person Responsible

Octavia May

Schedule

Weekly, from 10/1/2017 to 8/31/2018

Evidence of Completion

Data reports and tutoring attendance

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

Tutoring Schedule

Person Responsible

Octavia May

Schedule

Weekly, from 10/1/2017 to 8/31/2018

Evidence of Completion

Tutoring Attendance

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

Review of data to see if student gains are being made

Person Responsible

Octavia May

Schedule

Monthly, from 10/1/2017 to 8/31/2018

Evidence of Completion

Review of progress monitoring data with instructional staff

G2. If we increase teacher capacity and provide support to build efficacy for teachers during the 2017-2018 school year, then 75% or more of the teachers will remain at the school for the 2018-2019 school year. `1`

🔍 G098924

G2.B1 Lack of support `2`

🔍 B266305

G2.B1.S1 Limited funds to provide incentives to encourage teachers to remain at current school. `4`

🔍 S282234

Strategy Rationale

Action Step 1 `5`

Recognize instructional staff and paraprofessionals that come and remain at the school.

Person Responsible

Octavia May

Schedule

Monthly, from 10/1/2017 to 8/31/2018

Evidence of Completion

Payroll records

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

Review of Funds Management Report

Person Responsible

Octavia May

Schedule

Monthly, from 10/1/2017 to 8/31/2018

Evidence of Completion

Expenditure posted in SAP

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

Retention rate

Person Responsible

Octavia May

Schedule

Monthly, from 10/1/2017 to 8/31/2018

Evidence of Completion

Number of vacancies at the school

G2.B3 Teacher Commitment w/new teachers 0-3 yrs. experience 2

🔑 B266307

G2.B3.S1 Teachers lack of self-efficacy 4

🔑 S282237

Strategy Rationale

Ensure that our new teachers are getting the support they need, especially when it comes to classroom management, mentoring, and collaboration.

Action Step 1 5

New teachers will receive support from a principal mentor selected to support our school.

Person Responsible

Octavia May

Schedule

Weekly, from 8/7/2017 to 12/18/2017

Evidence of Completion

Notes from weekly meetings and 3-2-1 activities.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Teacher mentor will meet with principal for debriefing.

Person Responsible

Octavia May

Schedule

Weekly, from 8/7/2017 to 12/18/2017

Evidence of Completion

Debriefing notes.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

New teachers will meet with administrators to discuss concerns and needs.

Person Responsible

Sheila Scott

Schedule

Monthly, from 9/4/2017 to 5/21/2018

Evidence of Completion

Teacher sign-in sheet and notes regarding the meeting.

G3. If all stakeholders utilize data from Performance Matters Early Warning System to identify, monitor, and implement an attendence plan for at-risk students, then 80% or more of students will attend school at least 170 days of the 17-18 school year as documented by the Early Warning System. `1`

🔑 G098925

G3.B3 Parents do not see importance of attendance `2`

🔑 B266312

G3.B3.S1 Attendance Notification—make phone calls/home visits for prior chronic absences (Day 2-phone call, Day 5 – letter home, Day 7 –parent meeting. Day 10 – Home Visit) `4`

🔑 S282239

Strategy Rationale

By making direct contact with the parents and sharing the importance of having their child in school each day, attendance will improve.

Action Step 1 `5`

Terminal operator tracks absences for attendance team

Person Responsible

Sandria Lott

Schedule

On 5/24/2018

Evidence of Completion

Early Warning System, copies of letters sent home/or checksheet w/dates, conference logs

Plan to Monitor Fidelity of Implementation of G3.B3.S1 `6`

Monthly data reports

Person Responsible

Sandria Lott

Schedule

Biweekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

MTSS notes, print outs from terminal operator, parents letters

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 `7`

Track current students who have 18 or more absences or are close to 18 absences using the EWS

Person Responsible

Sandria Lott

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Parent Conference logs, Checksheets from printouts

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.MA3 🔍 M413397	Coaching during PLC	May, Octavia	8/3/2017	Coachs' notes, coachs' meeting log	8/25/2017 weekly
G2.B3.S1.MA1 🔍 M413407	Teacher mentor will meet with principal for debriefing.	May, Octavia	8/7/2017	Debriefing notes.	12/18/2017 weekly
G2.B3.S1.A1 🔍 A380868	New teachers will receive support from a principal mentor selected to support our school.	May, Octavia	8/7/2017	Notes from weekly meetings and 3-2-1 activities.	12/18/2017 weekly
G1.B1.S1.A3 🔍 A380861	SBLT will conduct walk through to ensure implementation of the standards	May, Octavia	8/10/2017	Measurement chart	12/21/2017 monthly
G1.B1.S1.MA1 🔍 M413391	Instructional Review	May, Octavia	8/21/2017	Focused Instructional Review	3/9/2018 quarterly
G1.MA1 🔍 M413395	STAR Reading and Math, Isip, District writing prompts	May, Octavia	8/18/2017	Electronic Data Tracking Tool	5/18/2018 monthly
G1.B1.S1.A2 🔍 A380860	Provide PD for teaching cycle - from introduction to release, more release, to full release	May, Octavia	8/8/2017	Lesson plans	5/18/2018 weekly
G1.B1.S1.A4 🔍 A380862	Provide professional development on Marzano's Learning Map	May, Octavia	8/10/2017	Use of taxonomy levels, question stems, products, assignments, and tasks to meet depth of standard	5/18/2018 every-3-weeks
G2.B3.S1.MA1 🔍 M413406	New teachers will meet with administrators to discuss concerns and needs.	Scott, Sheila	9/4/2017	Teacher sign-in sheet and notes regarding the meeting.	5/21/2018 monthly
G1.MA2 🔍 M413396	Classroom walkthroughs	May, Octavia	8/10/2017	Journey notes, admin/teacher conference feedback dates/notes	5/24/2018 daily
G1.MA4 🔍 M413398	Star Reading & Performance Matters	May, Octavia	8/10/2017	Star Reading Data & Performance Matters Data	5/24/2018 weekly
G1.MA5 🔍 M413399	Monitor Istation Usage	May, Octavia	8/10/2017	Isip reports	5/24/2018 weekly
G3.MA1 🔍 M413411	Track current students who have 18 or more absences or are close to 18 absences using the EWS	Lott, Sandria	8/14/2017	Attendance rewards/incentives checklist	5/24/2018 weekly
G1.B1.S1.MA1 🔍 M413392	Administrative classroom walk-throughs	May, Octavia	5/24/2018	Coaches log, journey, teacher feedback form	5/24/2018 one-time
G1.B1.S1.A1 🔍 A380859	Support will be provided to teachers during the ELA and Math instructional block.	May, Octavia	8/14/2017	STAR scores, Isip scores, FSA scores	5/24/2018 daily
G1.B1.S1.A5 🔍 A380863	Use STAR data to drive small group instruction in reading and math in all K-5 classrooms.	May, Octavia	8/10/2017	STAR reports, Performance Matters, small group grouping	5/24/2018 weekly
G3.B3.S1.MA1 🔍 M413409	Track current students who have 18 or more absences or are close to 18 absences using the EWS	Lott, Sandria	8/14/2017	Parent Conference logs, Checksheets from printouts	5/24/2018 weekly
G3.B3.S1.MA1 🔍 M413410	Monthly data reports	Lott, Sandria	8/14/2017	MTSS notes, print outs from terminal operator, parents letters	5/24/2018 biweekly
G3.B3.S1.A1 🔍 A380869	Terminal operator tracks absences for attendance team	Lott, Sandria	8/10/2017	Early Warning System, copies of letters sent home/or checksheet w/dates, conference logs	5/24/2018 one-time
G2.MA1 🔍 M413408	Monitor teacher vacancies in RHS.	May, Octavia	10/1/2017	RHS system	8/31/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.MA1 🔑 M413400	Retention rate	May, Octavia	10/1/2017	Number of vacancies at the school	8/31/2018 monthly
G2.B1.S1.MA1 🔑 M413401	Review of Funds Management Report	May, Octavia	10/1/2017	Expenditure posted in SAP	8/31/2018 monthly
G2.B1.S1.A1 🔑 A380865	Recognize instructional staff and paraprofessionals that come and remain at the school.	May, Octavia	10/1/2017	Payroll records	8/31/2018 monthly
G1.B1.S2.MA1 🔑 M413393	Review of data to see if student gains are being made	May, Octavia	10/1/2017	Review of progress monitoring data with instructional staff	8/31/2018 monthly
G1.B1.S2.MA1 🔑 M413394	Tutoring Schedule	May, Octavia	10/1/2017	Tutoring Attendance	8/31/2018 weekly
G1.B1.S2.A1 🔑 A380864	Based on data reviews students will be targeted for extended learning opportunities	May, Octavia	10/1/2017	Data reports and tutoring attendance	8/31/2018 weekly

V. Professional Development Opportunities

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

G1. If all teachers consistently teach to the depth of the standards for core instruction and utilize data-driven small group direct instruction, then 47% or more of students in gr. 3-5 will demonstrate proficiency on the Spring 2018 State Assessments.

G1.B1 Lack of understanding of data and not being used to drive instruction

G1.B1.S1 Continue focus on push in support in small groups from administration, leadership team, and paras during reading and math

PD Opportunity 1

Support will be provided to teachers during the ELA and Math instructional block.

Facilitator

Sheila Scott

Participants

Teachers and Paraprofessionals

Schedule

Daily, from 8/14/2017 to 5/24/2018

PD Opportunity 2

Provide PD for teaching cycle - from introduction to release, more release, to full release

Facilitator

Octavia May, Sheila Scott, Sara Stoquert, LaToyia Wilson

Participants

Teachers and Paraprofessional

Schedule

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

PD Opportunity 3

Provide professional development on Marzano's Learning Map

Facilitator

Octavia May, Ruthie Teets, Jennifer Rouse

Participants

Teachers

Schedule

Every 3 Weeks, from 8/10/2017 to 5/18/2018

PD Opportunity 4

Use STAR data to drive small group instruction in reading and math in all K-5 classrooms.

Facilitator

Sara Stoquert

Participants

K-5 teachers

Schedule

Weekly, from 8/10/2017 to 5/24/2018

VI. Technical Assistance Items

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

G3. If all stakeholders utilize data from Performance Matters Early Warning System to identify, monitor, and implement an attendance plan for at-risk students, then 80% or more of students will attend school at least 170 days of the 17-18 school year as documented by the Early Warning System.

G3.B3 Parents do not see importance of attendance

G3.B3.S1 Attendance Notification—make phone calls/home visits for prior chronic absences (Day 2-phone call, Day 5 – letter home, Day 7 –parent meeting. Day 10 – Home Visit)

TA Opportunity 1

Terminal operator tracks absences for attendance team

Facilitator

Sunnie Parkins

Participants

Attendance Team

Schedule

On 5/24/2018

VII. Budget

1	G1.B1.S1.A1	**Support will be provided to teachers during the ELA and Math instructional block.**				**$147,335.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	130-Other Certified Instructional Personnel	0851 - Auburndale Central Elementary	Title, I Part A		$147,000.00
		Notes: Math and Reading Interventionist and Para				
	5100	510-Supplies	0851 - Auburndale Central Elementary	UniSIG		$335.00
		Notes: Classroom libraries				
2	G1.B1.S1.A2	**Provide PD for teaching cycle - from introduction to release, more release, to full release**				**$105,881.18**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	120-Classroom Teachers	0851 - Auburndale Central Elementary	Title, I Part A		$1,113.18
		Notes: Notes				

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	130-Other Certified Instructional Personnel	0851 - Auburndale Central Elementary	UniSIG	2.0	$79,609.00
			Notes: Math and Literacy Coaches			
	6400	210-Retirement	0851 - Auburndale Central Elementary	UniSIG	2.0	$6,305.00
			Notes: Math and Literacy Coaches			
	6400	220-Social Security	0851 - Auburndale Central Elementary	UniSIG	2.0	$6,090.00
			Notes: Math and Literacy Coaches			
	6400	240-Workers Compensation	0851 - Auburndale Central Elementary	UniSIG	2.0	$446.00
			Notes: Math and Literacy Coaches			
	6400	231-Health and Hospitalization	0851 - Auburndale Central Elementary	UniSIG	2.0	$12,280.00
			Notes: Math and Literacy Coaches			
	6400	232-Life Insurance	0851 - Auburndale Central Elementary	UniSIG	2.0	$38.00
			Notes: Math and Literacy Coaches			
3	G1.B1.S1.A3	SBLT will conduct walk through to ensure implementation of the standards				$0.00
4	G1.B1.S1.A4	Provide professional development on Marzano's Learning Map				$1,113.18
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	120-Classroom Teachers	0851 - Auburndale Central Elementary	Title, I Part A		$1,113.18
			Notes: Notes			
5	G1.B1.S1.A5	Use STAR data to drive small group instruction in reading and math in all K-5 classrooms.				$0.00
6	G1.B1.S2.A1	Based on data reviews students will be targeted for extended learning opportunities				$12,584.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5900	120-Classroom Teachers	0851 - Auburndale Central Elementary	UniSIG		$10,861.00
			Notes: Extended Learning			
	5900	210-Retirement	0851 - Auburndale Central Elementary	UniSIG		$849.00
			Notes: Extended Learning			
	5900	220-Social Security	0851 - Auburndale Central Elementary	UniSIG		$814.00
			Notes: Extended Learning			
	5900	240-Workers Compensation	0851 - Auburndale Central Elementary	UniSIG		$60.00

			Notes: Extended Learning			
7	**G2.B1.S1.A1**	**Recognize instructional staff and paraprofessionals that come and remain at the school.**				**$34,549.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	0851 - Auburndale Central Elementary	UniSIG	27.0	$27,000.00
			Notes: Recruitment/Retetntion Bonuses			
	5100	150-Aides	0851 - Auburndale Central Elementary	UniSIG	11.0	$2,750.00
			Notes: Recruitment/Retetntion Bonuses			
	5100	210-Retirement	0851 - Auburndale Central Elementary	UniSIG	38.0	$2,365.00
	5100	220-Social Security	0851 - Auburndale Central Elementary	UniSIG	38.0	$2,267.00
	5100	240-Workers Compensation	0851 - Auburndale Central Elementary	UniSIG	38.0	$167.00
8	**G2.B3.S1.A1**	**New teachers will receive support from a principal mentor selected to support our school.**				**$0.00**
9	**G3.B3.S1.A1**	**Terminal operator tracks absences for attendance team**				**$0.00**
					Total:	**$301,462.36**