

Hendry County Schools

Central Elementary School



2019-20 Schoolwide Improvement Plan

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Central Elementary School

1000 S DEANE DUFF AVE, Clewiston, FL 33440

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

Demographics

Principal: Melissa Carter

Start Date for this Principal: 7/1/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (61%) 2017-18: B (60%) 2016-17: B (61%) 2015-16: C (46%) 2014-15: D (32%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Hendry County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	83%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	B	B	C

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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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Carter, Melissa	Principal	<ul style="list-style-type: none"> a. Lead Grade Group weekly meeting (Agenda & Notes) b. Collect Weekly iReady data for board and turn into Mrs. Carter by Friday afternoon. c. Delegate representation for meetings (PTO & SAC) d. Provide sub/discipline folder of work for their grade e. Mentoring new teachers
Berner, Maranda	Teacher, K-12	<ul style="list-style-type: none"> a. Lead Grade Group weekly meeting (Agenda & Notes) b. Collect Weekly iReady data for board and turn into Mrs. Carter by Friday afternoon. c. Delegate representation for meetings (PTO & SAC) d. Provide sub/discipline folder of work for their grade e. Mentoring new teachers
Morrell, Barbara	Instructional Coach	<ul style="list-style-type: none"> a. Lead Grade Group weekly meeting (Agenda & Notes) b. Collect Weekly iReady data for board and turn into Mrs. Carter by Friday afternoon. c. Delegate representation for meetings (PTO & SAC) d. Provide sub/discipline folder of work for their grade e. Mentoring new teachers
Crawford, Monica	Teacher, K-12	<ul style="list-style-type: none"> a. Lead Grade Group weekly meeting (Agenda & Notes) b. Collect Weekly iReady data for board and turn into Mrs. Carter by Friday afternoon. c. Delegate representation for meetings (PTO & SAC) d. Provide sub/discipline folder of work for their grade e. Mentoring new teachers
Alford, Keri	Assistant Principal	<ul style="list-style-type: none"> a. Lead Grade Group weekly meeting (Agenda & Notes) b. Collect Weekly iReady data for board and turn into Mrs. Carter by Friday afternoon. c. Delegate representation for meetings (PTO & SAC) d. Provide sub/discipline folder of work for their grade e. Mentoring new teachers
Pearson, Eileen	Teacher, K-12	<ul style="list-style-type: none"> a. Lead Grade Group weekly meeting (Agenda & Notes) b. Collect Weekly iReady data for board and turn into Mrs. Carter by Friday afternoon. c. Delegate representation for meetings (PTO & SAC) d. Provide sub/discipline folder of work for their grade e. Mentoring new teachers
Price, Alexis	Teacher, K-12	<ul style="list-style-type: none"> a. Lead Grade Group weekly meeting (Agenda & Notes) b. Collect Weekly iReady data for board and turn into Mrs. Carter by Friday afternoon. c. Delegate representation for meetings (PTO & SAC)

Name	Title	Job Duties and Responsibilities
		d. Provide sub/discipline folder of work for their grade e. Mentoring new teachers
Barnes, Brooke	Teacher, K-12	a. Lead Grade Group weekly meeting (Agenda & Notes) b. Collect Weekly iReady data for board and turn into Mrs. Carter by Friday afternoon. c. Delegate representation for meetings (PTO & SAC) d. Provide sub/discipline folder of work for their grade e. Mentoring new teachers
Bradberry, Alicia	Teacher, K-12	a. Lead Grade Group weekly meeting (Agenda & Notes) b. Collect Weekly iReady data for board and turn into Mrs. Carter by Friday afternoon. c. Delegate representation for meetings (PTO & SAC) d. Provide sub/discipline folder of work for their grade e. Mentoring new teachers
Stone, Kylie	Teacher, K-12	a. Lead Grade Group weekly meeting (Agenda & Notes) b. Collect Weekly iReady data for board and turn into Mrs. Carter by Friday afternoon. c. Delegate representation for meetings (PTO & SAC) d. Provide sub/discipline folder of work for their grade e. Mentoring new teachers

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	103	89	98	102	111	96	0	0	0	0	0	0	0	599
Attendance below 90 percent	40	30	37	45	33	35	0	0	0	0	0	0	0	220
One or more suspensions	4	7	15	13	8	14	0	0	0	0	0	0	0	61
Course failure in ELA or Math	3	2	13	17	3	9	0	0	0	0	0	0	0	47
Level 1 on statewide assessment	0	0	0	30	20	17	0	0	0	0	0	0	0	67

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	2	1	6	19	8	12	0	0	0	0	0	0	0	48

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	1	4	4	0	0	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	1	2	0	0	0	0	0	0	0	3

FTE units allocated to school (total number of teacher units)

34

Date this data was collected or last updated

Monday 7/29/2019

Prior Year - As Reported

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	23	28	34	32	20	23	0	0	0	0	0	0	0	160
One or more suspensions	5	5	7	13	9	17	0	0	0	0	0	0	0	56
Course failure in ELA or Math	4	4	11	16	6	7	0	0	0	0	0	0	0	48
Level 1 on statewide assessment	0	0	0	30	24	20	0	0	0	0	0	0	0	74

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	1	6	16	13	12	0	0	0	0	0	0	0	50

Prior Year - Updated

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	23	28	34	32	20	23	0	0	0	0	0	0	0	160
One or more suspensions	5	5	7	13	9	17	0	0	0	0	0	0	0	56
Course failure in ELA or Math	4	4	11	16	6	7	0	0	0	0	0	0	0	48
Level 1 on statewide assessment	0	0	0	30	24	20	0	0	0	0	0	0	0	74

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	1	6	16	13	12	0	0	0	0	0	0	0	50

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	58%	50%	57%	48%	44%	55%
ELA Learning Gains	63%	54%	58%	60%	48%	57%
ELA Lowest 25th Percentile	63%	50%	53%	63%	45%	52%
Math Achievement	65%	56%	63%	60%	48%	61%
Math Learning Gains	65%	62%	62%	77%	53%	61%
Math Lowest 25th Percentile	52%	45%	51%	69%	44%	51%
Science Achievement	64%	44%	53%	47%	42%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	103 (0)	89 (0)	98 (0)	102 (0)	111 (0)	96 (0)	599 (0)
Attendance below 90 percent	40 (23)	30 (28)	37 (34)	45 (32)	33 (20)	35 (23)	220 (160)
One or more suspensions	4 (5)	7 (5)	15 (7)	13 (13)	8 (9)	14 (17)	61 (56)
Course failure in ELA or Math	3 (4)	2 (4)	13 (11)	17 (16)	3 (6)	9 (7)	47 (48)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	30 (30)	20 (24)	17 (20)	67 (74)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	51%	47%	4%	58%	-7%
	2018	41%	44%	-3%	57%	-16%
Same Grade Comparison		10%				
Cohort Comparison						
04	2019	55%	48%	7%	58%	-3%
	2018	57%	47%	10%	56%	1%
Same Grade Comparison		-2%				
Cohort Comparison		14%				
05	2019	62%	47%	15%	56%	6%
	2018	53%	45%	8%	55%	-2%
Same Grade Comparison		9%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	63%	52%	11%	62%	1%
	2018	57%	48%	9%	62%	-5%
Same Grade Comparison		6%				
Cohort Comparison						
04	2019	63%	57%	6%	64%	-1%
	2018	59%	54%	5%	62%	-3%
Same Grade Comparison		4%				
Cohort Comparison		6%				
05	2019	63%	53%	10%	60%	3%
	2018	63%	54%	9%	61%	2%
Same Grade Comparison		0%				
Cohort Comparison		4%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	63%	41%	22%	53%	10%
	2018	51%	43%	8%	55%	-4%
Same Grade Comparison		12%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	53	84		59	74						
ELL	45	57	53	58	54	58	53				
BLK	46	43		49	58	50	44				
HSP	57	68	70	64	61	46	68				
WHT	80	75		89	89		80				
FRL	54	62	68	61	64	50	63				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	57	71		55	68		82				
ELL	33	58	60	52	62	60					
BLK	40	57	63	57	73	64	48				
HSP	50	66	58	58	67	45	45				
WHT	64	68		72	82		67				
FRL	51	66	68	60	71	59	52				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	32	82	90	68	88						
ELL	37	59	56	55	79	69	40				
BLK	32	46	64	45	66	60	24				
HSP	50	63	60	63	82	71	48				
WHT	66	67		68	74		83				
FRL	47	60	63	58	76	72	46				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	55
Total Points Earned for the Federal Index	485
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	66
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners

Federal Index - English Language Learners	54
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students

Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	48
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	61
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	83
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	60
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our Learning Gains in our lowest 25% in Math was our lowest student performance component. However, our Math Achievement did increase from 60% (2017-2018) to 65% (2018-2019). I feel as if our lowest 25% students did not perform as well due to the change in the format of the assessment (ex: grids/open response questions). Our lowest 25% in 5th grade did show quite a bit of growth the year before.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Our Math Learning Gains did decline from last year, but our proficiency increased 5%. Our Math Learning Gains declined from 70% (2017-2018) to 65% (2018-2019). Some of the factors of the decline in Math Learning Gains are that we tested Math immediately after ELA FSA this year and did not have a time frame for extra Math review only. Math small groups were not implemented as well as they could've been.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

None of our components were below the State Average this year. We were actually above the state average in all the areas:

ELA Performance - 58%

ELA Learning Gains - 63%

ELA Lowest 25% - 63%

MATH Performance - 65%

MATH Learning Gains - 65%

MATH Lowest 25% - 52%

SCIENCE PERFORMANCE - 64%

By Grade level our 3rd Grade ELA had the biggest gap compared to the state average. We were 51% proficient and the state average was 58%.

3rd, 4th, and 5th Grade Comparisons:

ELA STATE - 58,58,60

ELA CES - 51,55,62

MATH STATE - 62,64,60

MATH CES - 63,63,63

SCIENCE STATE - 53

SCIENCE CES - 64

Which data component showed the most improvement? What new actions did your school take in this area?

Our Science Scores showed the most improvement from 51% (2017-2018) to 63% (2018-2019). Our Science scores over the past five years have drastically increased. They have increased an average of 8% each year.

2014-2015: 21%
2015-2016: 37%
2016-2017: 42%
2017-2018: 51%
2018-2019: 63%

Each grade is responsible for certain Science topics to be covered throughout the year. We have also included the use of non-fiction science passages during our ELA block, a Science lab, and monitoring of Baseline Science data for 3rd-5th grades.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Attendance and 3rd Grade Level 1's are areas of concerns according to our Early Warning System. There are not any consequences in place for not attending school and most of our Level 1's in 3rd grade should have been retained in previous years during 1st or 2nd grade.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. MATH LEARNING GAINS in LOWEST 25%
2. ELA PERFORMANCE
3. ELA LEARNING GAINS in LOWEST 25%
4. MATH LEARNING GAINS
5. ELA PERFORMANCE

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	INCREASED STUDENT ENGAGEMENT
Rationale	Not enough time during the school day and lack of understanding of how important Student Engagement can be in the learning process.
State the measurable outcome the school plans to achieve	More students will be proficient in 3rd-5th grades in ELA, MATH, and SCIENCE. Our goal is to be proficient in: ELA - at least 58% MATH - at least 65% SCIENCE - at least 65%
Person responsible for monitoring outcome	Melissa Carter (carterme@hendry-schools.net)
Evidence-based Strategy	Classroom Observations and Lesson Plan checks quarterly from 8/10/2019 - 5/30/2020. We will also discuss how to utilize AVID strategies during our PLC and Grade level meetings.
Rationale for Evidence-based Strategy	We have found that the more students are engaged and cooperating in learning, the more successful they are in meeting grade level expectations.
Action Step	
Description	<p>Teachers will meet once a week to plan with their Grade level as well as have a PLC with the administrators. Implementing AVID strategies will definitely help with having student engagement activities incorporated within their lessons. Utilizing small groups daily, technology, manipulatives, Expeditionary Learning, and the Science Lab are all ways that teachers can increase student engagement.</p> <p>*Small Groups - All support staff will be able to assist teachers when implementing activities and lessons for the students. *Technology - Classroom technology such as document cameras, interactive boards, and chromebooks/tablets will allow teachers to plan lessons for the class so that the students are more involved in the learning process as well as get instruction on their individualized level. *Manipulatives - Will be used so that students can have a deeper understanding of the content and work collaboratively to come up with the solutions. *Expeditionary Learning - ELA Curriculum with rigorous content that allows students to be active in discussions as well as writing activities. *Science Lab - Teachers will be able to take their students into the lab to work with hands on Science activities.</p>
Person Responsible	Melissa Carter (carterme@hendry-schools.net)

#2	
Title	RIGOROUS SMALL GROUP INSTRUCTION
Rationale	If teachers implement purposeful, rigorous, standards-based instruction by utilizing data to plan and drive small group instruction, then there will be an increase in the number of proficient students for Reading and Math.

State the measurable outcome the school plans to achieve	ELA - at least 58% MATH - at least 65% SCIENCE - at least 65%
Person responsible for monitoring outcome	Melissa Carter (carterme@hendry-schools.net)
Evidence-based Strategy	Small Group Lesson Plans will be checked on a regular basis, weejly iReady reports, and Standards mastery reports will be monitored as needed. The Diagnostic data is used as week to determine students' placement in groups.
Rationale for Evidence-based Strategy	Meeting the needs of each student in small groups help with closing the achievement gaps for the students.

Action Step	
Description	We will use the District curriculum pacing guide when implementing small group instruction. Each class will have a support staff scheduled to them for 45-60 minutes daily for small group instruction. Teachers will meet with their grade group weekly as well as during PLC's to discuss what content is needing attention. Administrators will help teachers evaluate data and determine the needs and who/what need extra attention.
Person Responsible	Melissa Carter (carterme@hendry-schools.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part IV: Title I Requirements

Additional Title I Requirements
 This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

There will be a 2% increase in parental involvement in the following events: Open House/Parent/Teacher Conferences, Title 1 Parent Night, Grade-Level Meeting nights, Chili Bingo, Turkey Trot, Musical Performances, etc.

PFEP Link

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

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

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

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

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

Teachers analyze a variety of data (iReady, STAR data, Accelerated Reader, FLKRS, Waterford, Classroom Grades, teacher observations, and parent input) to identify Tier 1 students who demonstrate progress deficits in the core program requiring additional supports. Classroom teachers, ESE Teachers, Resource teachers, and paras instruct small groups in every classroom for Tiers 1 and 2. Tier 3 interventions are instructed and supported by the team consisting of a team of ESE teachers and paraprofessionals, Guidance Counselor, and an Academic Resource.

Title I Part A: Central Elementary School receives federal monies to supplement our existing education programs. We use these funds to address needs of our students which are based on the results of our assessments which include but are not limited to; FSA, Science Baselines, I-Ready Diagnostics, I-Ready Standards Mastery, Chapter, and Unit tests.

Title I Part C funds pay for migrant advocates and home/school liaisons. They also fund extended day and year instruction for migrant students.

Title II funds are used to provide professional development focusing on the needs of students in subgroups not making AMOS.

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

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

Violence Prevention Programs- Central partners with the Hendry County Sheriff's Department to present the Drug Abuse Resistance Education (DARE) programs to our fifth grade students. Central uses internal motivation to make positive changes. Teachers work on changing the behavior and using positive reinforcement.

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

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

This year we have also taken on the AVID program here at CES. Our main focus goals for our students is the AVID Binder/folders and Writing. All of our teachers have worked to set the expectations for being organized, which leads to being successful. We have also created a college culture atmosphere at CES and that all students are on the "Road to Success". We will incorporate College walks as well as Career Day to expose all of our students to the opportunities that they have in their future.

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

The administrators meet with each 3rd, 4th, and 5th grade student individually and discuss their assessment data, their future goals, the different academic programs that our schools in Hendry County offer, and what they need to be successful. We also work on creating individual goals with each student. We believe that this one-on-one time will help students start planning for their future. This year we have also taken on the AVID program here at CES. Our main focus goals for our students is the AVID Binders and Writing. All of our teachers have worked to set the expectations for being organized, which leads to being successful. We have also continued a college culture atmosphere at CES and that all students are on the "Road to Success". We will incorporate college days and hopefully a Career Day to expose all of our students to the opportunities that they have in their future.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: INCREASED STUDENT ENGAGEMENT	\$0.00
2	III.A.	Areas of Focus: RIGOROUS SMALL GROUP INSTRUCTION	\$0.00
Total:			\$0.00