



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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### **Central Elementary School**

1000 S DEANE DUFF AVE

Clewiston, FL 33440

863-983-1550

[http://hendry-schools.org/education/school/school.php?sectionid=10&sc\\_id=1171294169](http://hendry-schools.org/education/school/school.php?sectionid=10&sc_id=1171294169)

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 91%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 82%

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## School Grades History

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<b>2013-14</b> C	<b>2012-13</b> B	<b>2011-12</b> A	<b>2010-11</b> B
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## SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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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

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Central Elementary School

##### Principal

Rosa Perez

##### School Advisory Council chair

Shalli Maynard

##### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Maranda Berner	Kindergarten Lead Teacher
Tamara Parrish	1st grade LeadTeacher
Allison Shelton	2nd grade Lead Teacher
Tracy Owens	3rd grade Lead Teacher
Lindsey Paige	4th grade Lead Teacher
Steve Burlison	5th grade Lead Teacher
Diane Denault	Special Area Lead Teacher
Kathleen Paige	3-5 Title I Resource Teacher
Barbara Morrell	k-2 Title I Resource Teacher
Holly Bach	Assistant Principal

#### District-Level Information

##### District

Hendry

##### Superintendent

Mr. Paul K Puletti

##### Date of school board approval of SIP

11/12/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

Rosa M. Perez- Principal  
 Holly Bach-Assistant Principal  
 Kim Scruggs Tobias- Reading Coach  
 Kathleen Paige- Title I 3rd-5th Resource Teacher  
 Shalli Maynard- SAC Chairman  
 Vanessa Gomez-Parent

Cherril Johnson-Parent  
Patricia San Gabriel-Parent  
Elsie Sellers-Community Member  
Jennifer Tobert-Parent  
Maria Ventura-Parent  
Debbie Witt-Parent

**Involvement of the SAC in the development of the SIP**

SAC will assist in the preparation and evaluation of the School Improvement Plan. The Principal will provide SAC members a copy of the School Improvement Plan and ask for their input in all areas of the plan from barriers to strategies.

**Activities of the SAC for the upcoming school year**

Assist in the preparation and evaluation of the School Improvement Plan.  
Approves of the expenditure of school improvement funds.  
Supports school improvement implementation.  
SAC members attend meetings.

**Projected use of school improvement funds, including the amount allocated to each project**

School Improvement Funds will be allocated to the following projects:  
Student Planners  
Student Incentives  
Technology  
Classroom Resources

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

<b>Rosa Perez</b>		
Principal	Years as Administrator: 1	Years at Current School: 0
<b>Credentials</b>	Educational Specialist Degree in Ed. Leadership Master's Degree in Reading Bachelor's Degree in 1-6 Elementary Education and K-2 Early Childhood English Speakers Other Languages K-12	
<b>Performance Record</b>	1990-1999 Westside Elementary School 2nd grade teacher 1999-2006 Eastside Elementary School K,1,2 grade teacher 2006-2009 Eastside Elementary School Reading Coach 2009-2013 Clewiston Middle School Reading Coach, Dean, Assistant Principal	

<b>Holly Bach</b>		
Asst Principal	Years as Administrator: 1	Years at Current School: 1
<b>Credentials</b>	Master's Degree in Educational Leadership Bachelor's Degree English 6-12 English Speakers Other Languages K-12	
<b>Performance Record</b>	2013 School Grade B	

**Instructional Coaches**

<b># of instructional coaches</b>	1
<b># receiving effective rating or higher</b> (not entered because basis is < 10)	
<b>Instructional Coach Information:</b>	



<b>Kimberly Scruggs-Tobias</b>		
Full-time / District-based	Years as Coach: 5	Years at Current School: 9
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	Master's Degree In Reading Bachelor's Degree in PreK-Primary Ages 3-Grade 3 ESOL Endorsement K-12	
<b>Performance Record</b>	2005 School Grade D Did not meet AYP 2006 School Grade C Did not meet AYP 2007 School Grade C Did not meet AYP 2008 School Grade C Did Not meet AYP 2009 School Grade C Did Not meet AYP 2010 School Grade B Did Not meet AYP 2011 School Grade B Did Not meet AYP 2012 School Grade A 2013 School Grade B	

**Classroom Teachers**

<b># of classroom teachers</b>	43
<b># receiving effective rating or higher</b>	43, 100%
<b># Highly Qualified Teachers</b>	100%
<b># certified in-field</b>	, 0%
<b># ESOL endorsed</b>	31, 72%
<b># reading endorsed</b>	15, 35%
<b># with advanced degrees</b>	9, 21%
<b># National Board Certified</b>	0, 0%
<b># first-year teachers</b>	4, 9%
<b># with 1-5 years of experience</b>	15, 35%
<b># with 6-14 years of experience</b>	13, 30%

**# with 15 or more years of experience**

11, 26%

**Education Paraprofessionals****# of paraprofessionals**

9

**# Highly Qualified**

9, 100%

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

Our district is part of the Heartland Consortium because we are a small and rural district. Our academic openings are posted on a website that allows more access to highly qualified professionals from areas outside of our small town. District level Human Resources applicant are also accessed.

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

Miss Jocelyn Howard will be mentored by Mrs. Barbara Morrell. Mrs. Morrell was a highly effective first grade teacher for 15 years and is currently our K-2 Title I Resource Teacher. She has her ELL and Reading Endorsements. She is a member of Central's Leadership Committee.

Mr. Harry Maloney will be mentored by Mr. Steven Burlison. Mr. Burlison is a highly effective fifth grade teacher with over 20 years experience. He is a member of Central's Leadership Committee. Mr. Burlison has his ELL endorsement.

Mrs. Susan Kettler will be mentored by Mrs. Maranda Berner. Mrs. Berner is a highly effective Kindergarten teacher with 7 years experience. She is a member of Central's Leadership Committee. Mrs. Berner has her Reading and ELL endorsement.

Mrs. Isabel Loreda will be mentored by Mrs. Allison Shelton. Mrs. Allison Shelton is a highly effective Second grade teacher with 8 years experience. She is a member of Central's Leadership Committee. Mrs. Shelton has her Reading and ELL endorsement.

Ms. Trisha Reis will be mentored by Mrs. Kathy Paige. Mrs. Paige is a highly effective teacher with over 30 years experience. She is currently our 3rd-5th grade Title I Resource Teacher. She is the chairman of the Accelerated Reader program at Central. Mrs. K. Paige is a member of Central's Leadership Committee.

Mrs. Brier will be mentored by Mrs. Denault. Mrs. Denault is a highly effective teacher with over 30 years of experience. She is a member of Central's Leadership Committee. Mrs. Denault has her ELL endorsement.

All of our Mentor Teachers have Clinical Education training. Mentors will meet with their assigned teacher once a week to discuss any classroom, curriculum, management, etc. issues. Once a month, they will help assigned teacher with their portfolios.

All new teachers will participate in the Teacher Induction Program which will meet on the following days:

August 9, 2013, October 21, 2013, February 10, 2014, and May 5, 2014.

**Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

Teachers analyze a variety of data (Performance Matters Baseline data, Discovery Education data, FAIR data, STAR data, Accelerated Reader, Write Scores data, FLKRS, Waterford, Successmaker, Classroom Grades, teacher observation, parent input) to identify Tier 1 students who demonstrate progress deficits in the core program requiring additional supports. Some of these data instruments (AR, Waterford, Successmaker) are on-going, while others are given at pre-determined intervals, designated by the county. Funding is a combination of Title I and county-level funding. Classroom teachers instruct small groups within their classrooms for Tiers 1 and 2, based on data. Tier 3 interventions are instructed and supported by the team consisting of a team of ESE teachers and paras, a Reading Coach, a Title I Rtl Interventionist, and an Academic Resource.

### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

The team will meet on a weekly basis to discuss all data and information acquired by teachers. The team will make decisions based on data in the best interest of the student. The program interventions that the team decides on for each student will be research based. Program decisions will be evaluated for each individual student based on-going data collections that will continually monitored by the team to determine validity of programs. The team will identify professional development needs for teachers in the area of intervention.

### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

Both the principal and assistant principal conduct daily walkthroughs of all classes. The support team (ESE teachers/paras/Reading Coach/Interventionist/Academic Resource) also continually work closely with the classroom teachers. Our on-site SBIT Committee Chairperson organizes/catalogues each Rtl student's progression through the intervention and progress-monitoring process, documenting parent meetings and communicating with the staff to ensure that the Rtl process stays on-track and is up-to-date. Bi-monthly meetings will be conducted to discuss student data. Action plans will be developed and implemented by teachers to address students' needs.

### **Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

District Baseline Data will be utilized three times a year to progress monitor students in the areas of Reading, Math, and Science. Progress Monitoring and Reporting Network (PMRN) reports will be utilized for grouping students with similar needs. FAIR (Florida Assessments for Instruction in Reading) will be utilized in all grades to monitor students in the area of Reading. Write Scores writing assessments will be implemented three times a year in 4th grade to monitor progress in the Florida Writes. FLKRS (Florida Kindergarten Readiness Screen) will be given to all kindergarteners to determine readiness. FCAT (Florida Comprehensive Assessment Test) will help determine areas of weakness in Reading and Math for students in grades 3rd-5th.

Progress Monitoring: FAIR, Performance Matters, Writing Assessments, STAR Reading, Accelerated Reader, Pearson Lab, FOCUS assessments in Reading, Math, and Science.

Mid Year: Performance Matters, Write Scores writing assessment, STAR Reading

End of Year: FAIR, Performance Matters, FCAT, Writing Assessments, STAR Reading

**Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

At our school, teachers have received training in the process of Rtl in a series of workshops – led by both county personnel and school-based personnel. An Rtl Process Handbook has been developed with step-by-step instructions, and also contains all necessary forms. An Rtl flowchart has also been created to provide a visual overview of the Rtl process. Parents are involved in Rtl even before the initial SBIT meeting: through parent-teacher conferences where the teacher discusses the child’s progress and the need for structured interventions. Once the process moves to the SBIT team, parents are an integral part of the meetings.

**Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Extended Day for All Students  
**Minutes added to school year:**

All FCAT levels 1 and 2 will be invited to attend the after-school tutoring program offered on Tuesdays and Wednesdays from 3:00-4:00. The program will address reading and math needs of the students. In Reading, the tutors will be implementing the strategy Close Reads which promotes deeper, and higher order comprehension. The Math after -school program will consist of "hands-on"activities as well as helping students understand word problems. Third grade will emphasize lessons in Number: Operations, Problems, and Statistics which is our weakest Math strand. Fourth and Fifth grade will emphasize Number: Base Ten and Fractions which is our weakest strand.

**Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

**How is data collected and analyzed to determine the effectiveness of this strategy?**

We will use Reading and Math Baseline data to determine the growth for students. We will compare Reading and Math baseline #1 to baseline #3.

**Who is responsible for monitoring implementation of this strategy?**

Eileen Pearson will be the lead teacher in charge of the after-school program. She will report to Mrs. Rosa Perez, the principal. All after-school teachers will analyze data to improve instruction.

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

Name	Title
Rosa M. Perez	Principal

Name	Title
Holly Bach	Assistant Principal
Kathleen Paige	Title I Resource (3-5)
Kim Scruggs-Tobias	Reading Coach
Barbara Morrell	Title I Resource (k-2)

### How the school-based LLT functions

The LLT will host data meeting after-school twice a month with classroom teachers to discuss assessments, data, classroom instructions, and best practices to promote student learning. The Reading Coach will provide professional development, modeling, resources, and support to primary teachers. She will coordinate and administer FAIR assessments in grades k-5, three times a year. The Title I Resource teachers will provide support to struggling students in all academic areas with an emphasis on promoting literacy. The Assistant Principal will coordinate all the Performance Matters testing in grades 3-5. The LLT will collaborate with teachers on data analysis and planning data driven instruction. It will work with RtI and Leadership committees.

### Major initiatives of the LLT

Through-out the year, the LLT will provide support and model in all classrooms research based reading strategies. Classroom walk-throughs will be conducted throughout the year as an intervention to increase higher order thinking, collaborative structures, and questioning techniques. Lesson plans will be monitored on a weekly basis for higher order thinking questions, collaborative structures, and questioning techniques.

## Every Teacher Contributes to Reading Instruction

### How the school ensures every teacher contributes to the reading improvement of every student

Teachers' lesson plans are checked on a weekly basis for reading instruction. Administrators conduct daily classroom walk-throughs to ensure bell to bell instruction is occurring in every subject. Teachers must provide three higher order thinking questions for their students in each subject. Teachers must provide vocabulary strategies that help address the needs of our students. Teachers monitor the Accelerated Reading Program on a daily basis to ensure students are reading in their independent levels and succeeding with comprehension by maintaining their average at an 85% or higher. Teachers are implementing Close Reads and text-based questions in their reading instruction.

## Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Central Elementary has two VPK programs and one migrant VPK program. 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.

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	49%	38%	No	54%
American Indian				
Asian				
Black/African American	36%	28%	No	42%
Hispanic	47%	38%	No	52%
White	70%	50%	No	73%
English language learners	38%	23%	No	45%
Students with disabilities	30%	16%	No	37%
Economically disadvantaged	47%	36%	No	52%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	56	24%	35%
Students scoring at or above Achievement Level 4	34	14%	19%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		50%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		50%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	98	63%	66%
Students in lowest 25% making learning gains (FCAT 2.0)	31	75%	78%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	40	34%	39%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	23	20%	25%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	38	33%	38%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	35	39%	44%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

**Area 3: Mathematics**

**Elementary and Middle School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	56%	44%	No	60%
American Indian				
Asian				
Black/African American	47%	33%	No	52%
Hispanic	55%	43%	No	60%
White	70%	57%	No	73%
English language learners	42%	33%	No	48%
Students with disabilities	35%	16%	No	42%
Economically disadvantaged	54%	43%	No	59%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	57	23%	34%
Students scoring at or above Achievement Level 4	48	21%	26%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	20%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	50%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	106	69%	74%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	34	82%	87%

**Area 4: Science****Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	21	28%	31%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	12%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	50%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	100%

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)****All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		5
Participation in STEM-related experiences provided for students	81	14%	50%

**Area 8: Early Warning Systems**



**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	131	24%	19%
Students retained, pursuant to s. 1008.25, F.S.	31	5%	3%
Students who are not proficient in reading by third grade	64	73%	68%
Students who receive two or more behavior referrals	89	16%	14%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	37	6%	4%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

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 Night, Chili Bingo, Turkey Trot, Musical Performances etc.

For more information see Parental Involvement Plan

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
See Parental Involvement Plan			

## Goals Summary

- G1.** Students scoring at or above Level 3 on Reading FCAT 2.0 will increase from 38% to 54%. African-American: 28% to 42%, Hispanic: 38% to 52%, White: 50% to 73% ELL students: 23% to 45%, Students with Disabilities: 16%-37%, Economically Disadvantaged: 36%-52%.
- G2.** Students scoring at or above a Level 3 on Math FCAT 2.0 will increase from 44% to 60%. African American 33% to 52%, Hispanic 43% to 60%, White 57% to 73%, ELL 33% to 48%, Students with Disabilities 16% to 42%, Economically Disadvantaged 43% to 59%.
- G3.** There will be an increase of 5% of students making learning gains in FCAT 2.0 reading.
- G4.** There will be an increase of 5% of students making learning gains in FCAT 2.0 Math.
- G5.** There will be a 5% increase of fourth grade students scoring a 3.5 in the FCAT 2.0 Writing Assessment from 39% to 44%.
- G6.** There will be a 5% increase in the number of fifth grade students who score a level 3 or higher on the FCAT 2.0 Science.
- G7.** There will be an increase of 5% of English Language Learner scoring Proficient in the following areas: listening/speaking, reading, and writing.
- G8.** Central Elementary School will provide 5 STEM-RELATED experiences to 50% of the students. This will be an increase from 14% of the students provided STEM RELATED experiences in 2013.

## Goals Detail

**G1.** Students scoring at or above Level 3 on Reading FCAT 2.0 will increase from 38% to 54%. African-American: 28% to 42%, Hispanic: 38% to 52%, White: 50% to 73% ELL students: 23% to 45%, Students with Disabilities: 16%-37, Economically Disadvantaged: 36%-52%.

### **Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

### **Resources Available to Support the Goal**

- Core Reading Program
- Close Read Lesson Plans for Core Reading Program
- Title I Resource Teacher
- Special Area Teachers as Tutors
- Accelerated Reading Program
- Success Maker Lab
- Performance Matters Progress Monitoring Report System

### **Targeted Barriers to Achieving the Goal**

- Teachers are not utilizing available data to drive the development of differentiated instruction.
- Students lack higher order thinking skills to promote deeper comprehension.

### **Plan to Monitor Progress Toward the Goal**

Performance Matters Item Analysis, Comparative Results, and Student Detail reports will be analyzed for student progress. Focus Assessments will monitor comprehension of necessary skills. Weekly Lesson plans will be submitted.

### **Person or Persons Responsible**

All teachers k-5 Principal Assistant Principal

### **Target Dates or Schedule:**

Bi-monthly (second and fourth Thursday of each month) Leadership meetings (second and fourth Monday of each month) Weekly Collaborative Planning by all teachers (Wednesdays)

### **Evidence of Completion:**

All Reports will monitor the progress of students. Agendas, sign-in sheets, and discussion minutes will monitor student progress and teacher implementation of strategies. There will be an increase in District Reading baseline results. Focus Assessment will help identify which students are mastering skills and which students need further assistance in skills.

**G2.** Students scoring at or above a Level 3 on Math FCAT 2.0 will increase from 44% to 60%. African American 33% to 52%, Hispanic 43% to 60%, White 57% to 73%,ELL 33% to 48%, Students with Disabilities 16% to 42%, Economically Disadvantaged 43% to 59%.

**Targets Supported**

**Resources Available to Support the Goal**

- Go Math Core Curriculum
- Success Maker Lab

**Targeted Barriers to Achieving the Goal**

- Students lack fluency with basic math addition, subtraction, multiplication and division facts.
- Students lack comprehension of word problems.

**Plan to Monitor Progress Toward the Goal**

Teachers will allot time during the day where students will work on basic math facts utilizing AR Math Program.

**Person or Persons Responsible**

All classroom teachers, Principal and Assistant Principal

**Target Dates or Schedule:**

on a daily basis

**Evidence of Completion:**

Lesson Plans, Weekly Timed Basic Math Facts Quizzes results, Classroom Observations

**G3.** There will be in an increase of 5% of students making learning gains in FCAT 2.0 reading.

**Targets Supported**

**Resources Available to Support the Goal**

- Title I Resource Teacher
- Success Maker Lab
- Accelerated Reading Program
- Special Area Tutoring Sessions

**Targeted Barriers to Achieving the Goal**

- Students lack comprehension strategies to help promote higher order thinking that promotes deeper comprehension.

### Plan to Monitor Progress Toward the Goal

Teacher will implement Focus Comprehension Assessments after each Close Read Lesson. Special Area and Title 1 Resource teachers will implement QAR strategy to increase comprehension.

#### Person or Persons Responsible

all classroom teachers, Title I and Special Area teachers, Principal and Assistant Principal

#### Target Dates or Schedule:

twice a week

#### Evidence of Completion:

Monitoring of Lesson plans by Principal and Assistant Principal, Classroom Walk-through data, Performance Matters reports indicating learning gains in Reading baselines and Focus assessments.

**G4.** There will be an increase of 5% of students making learning gains in FCAT 2.0 Math.

#### Targets Supported

#### Resources Available to Support the Goal

- Math Curriculum Go Math
- Success Maker Lab
- After school tutoring
- AR Math program

#### Targeted Barriers to Achieving the Goal

- Students lack fluency with basic math addition, subtraction, multiplication and division facts.
- Students lack engagement with Math.

### Plan to Monitor Progress Toward the Goal

The teachers will utilize math data from Performance Matters to form small groups that provide students with hands-on activities to promote fluency of basic math facts which will be reflected in their lesson plans along with implementation of Kagan Collaborative Structures. Data meetings will be held after school twice a month on the second and fourth Thursday of each month.

#### Person or Persons Responsible

All teachers, Principal, Assistant Principal

#### Target Dates or Schedule:

Hands-on activities twice a week Weekly lesson plans Small group lesson plans

#### Evidence of Completion:

Lesson plans, classroom observations, data meetings, collaborative planning, weekly timed-math quizzes, Performance Matters District Math baselines, Math Focus Assessments

**G5.** There will be a 5% increase of fourth grade students scoring a 3.5 in the FCAT 2.0 Writing Assessment from 39% to 44%.

**Targets Supported**

- Writing

**Resources Available to Support the Goal**

- Melissa Forney Super Star Writers
- Lucy Calkins Narrative and Expository Units

**Targeted Barriers to Achieving the Goal**

- Students are unable to write grade-level complete sentences with correct grammar.
- There is a lack of a writing program in grades K-5 classrooms.

**Plan to Monitor Progress Toward the Goal**

Write Scores assessment will be utilized three times before the FCAT Writing Assessment in fourth grade. Lucy Calkins' writing assessments will be utilized three times a year for grades K-3,5.

**Person or Persons Responsible**

All teachers, Reading Coach, Title I resource teachers, Principal, Assistant Principal

**Target Dates or Schedule:**

Write Scores results three times a year, Lucy Calkins Writing Assessment in December, March, May.

**Evidence of Completion:**

Lesson Plans, Classroom observations, Write Scores results, Writing Assessment results

**G6.** There will be a 5% increase in the number of fifth grade students who score a level 3 or higher on the FCAT 2.0 Science.

**Targets Supported**

- Science - Elementary School

**Resources Available to Support the Goal**

- Fusion Science Curriculum

**Targeted Barriers to Achieving the Goal**

- Students lack hands on experiences with Science concepts.

**Plan to Monitor Progress Toward the Goal**

Science lesson plans will be monitored by the Principal and Assistant Principal

**Person or Persons Responsible**

Principal, Assistant Principal

**Target Dates or Schedule:**

once a week

**Evidence of Completion:**

Lesson plans, classroom observations, classroom science projects

**G7.** There will be increase of 5% of English Language Learner scoring Proficient in the following areas: listening/speaking, reading, and writing.

**Targets Supported**

**Resources Available to Support the Goal**

- Journey's Common Core Curriculum
- Rosetta Stone
- Language Acquisition After School Program

**Targeted Barriers to Achieving the Goal**

- Students need additional oral language development opportunities.

**Plan to Monitor Progress Toward the Goal**

Focus Assessment data will be utilize to determine the growth of ELL students.

**Person or Persons Responsible**

All teachers, Principal, Assistant Principal

**Target Dates or Schedule:**

every two weeks

**Evidence of Completion:**

Lesson plans, classroom observations, Performance Matters Focus Assessments

**G8.** Central Elementary School will provide 5 STEM-RELATED experiences to 50% of the students. This will be an increase from 14% of the students provided STEM RELATED experiences in 2013.

**Targets Supported**

- STEM - All Levels

**Resources Available to Support the Goal**

- <https://www.istemnetwork.org/>
- <http://www.cehd.umn.edu/stem/Resources/Default.html>
- Science Project Resource Books

**Targeted Barriers to Achieving the Goal**

- There is a lack of curriculum to implement STEM-Related experiences in the classrooms.

## Plan to Monitor Progress Toward the Goal

Leadership team will create a survey for teachers, parents, and students in regards to the STEM-Related experiences.

**Person or Persons Responsible**

Leadership team, Teachers, Principal, Assistant Principal

**Target Dates or Schedule:**

on going through out the year

**Evidence of Completion:**

Results of STEM-Related experience survey, Lesson plans, classroom observations



## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Students scoring at or above Level 3 on Reading FCAT 2.0 will increase from 38% to 54%. African-American: 28% to 42%, Hispanic: 38% to 52%, White: 50% to 73% ELL students: 23% to 45%, Students with Disabilities: 16%-37%, Economically Disadvantaged: 36%-52%.

**G1.B1** Teachers are not utilizing available data to drive the development of differentiated instruction.

**G1.B1.S1** Teachers will utilize data reports available from Performance Matters, AR, and Success Maker lab to differentiate instruction and meet the needs of students.

### Action Step 1

Performance Matters, AR, and Success Maker reports will be utilize to monitor fidelity. Small group lesson plans will be monitored by Administration

#### Person or Persons Responsible

All Teachers, Academic Resource Teachers, Principal, Assistant Principals

#### Target Dates or Schedule

Ongoing through out the school year reports and lesson plans will be monitored by Administration

#### Evidence of Completion

Small group lesson plan implementation and classroom walk-through observation data, Performance Matters baseline results, Focus Assessments, AR and Success Maker reports will be monitored by Administration.

#### Facilitator:

Kathy Paige- Academic Resource

#### Participants:

all teachers

### **Plan to Monitor Fidelity of Implementation of G1.B1.S1**

Performance Matters, AR, and Success Maker reports will be utilize to monitor fidelity. Small group lesson plans will be monitored by Administration.

#### **Person or Persons Responsible**

All classroom teachers, special area teachers, Title I resource teacher, Principal and Assistant Principal

#### **Target Dates or Schedule**

Small Group instruction will be monitored weekly by Administration through lesson plans and classroom walk-throughs.

#### **Evidence of Completion**

Small group lesson plan implementation and classroom walk-through observation data. Performance Matters District baselines, Focus Assessments, AR and Success Maker reports

### **Plan to Monitor Effectiveness of G1.B1.S1**

Performance Matters, AR, and Success Maker reports will be utilize to monitor fidelity. Small group lesson plans will be monitored by Administration.

#### **Person or Persons Responsible**

All classroom teachers, special area teachers, Title I resource teacher, Principal and Assistant Principal

#### **Target Dates or Schedule**

Small Group instruction will be monitored weekly by Administration through lesson plans and classroom walk-throughs. Bi-monthly meetings utilizing information from District baselines and focus assessment will monitor the differentiated small group instruction.

#### **Evidence of Completion**

Small group lesson plan implementation and classroom walk-through observation data. Performance Matters District baselines, Focus Assessments, AR and Success Maker reports

**G1.B2** Students lack higher order thinking skills to promote deeper comprehension.

**G1.B2.S1** Teachers are required to write higher order thinking questions in their lesson plans to promote higher levels of comprehension for all students.

**Action Step 1**

Teachers will plan on a weekly basis three higher order thinking questions are written for each subject to deepen comprehension of students.

**Person or Persons Responsible**

All teachers, Principal, Assistant Principal

**Target Dates or Schedule**

On a weekly basis

**Evidence of Completion**

Weekly Lesson Plans reflect higher order thinking questions Classroom observations conducted by Principal and Assistant Principal

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

.Teachers will plan on a weekly basis three higher order thinking questions are written for each subject to deepen comprehension of students.

**Person or Persons Responsible**

All teachers, Principal, Assistant Principal

**Target Dates or Schedule**

On a weekly basis during Collaborative Planning Sessions (Wednesdays)

**Evidence of Completion**

Weekly Lesson Plans reflect higher order thinking questions Classroom observations conducted by Principal and Assistant Principal

## Plan to Monitor Effectiveness of G1.B2.S1

Teachers will plan on a weekly basis three higher order thinking questions are written for each subject to deepen comprehension of students.

### Person or Persons Responsible

All teachers, Principal and Assistant Principal

### Target Dates or Schedule

Lesson plans will be monitored on a weekly basis. Classroom Observations will occur daily by Principal and Assistant Principal.

### Evidence of Completion

Weekly Lesson Plans reflect higher order thinking questions Classroom observations conducted by Principal and Assistant Principal

**G2.** Students scoring at or above a Level 3 on Math FCAT 2.0 will increase from 44% to 60%. African American 33% to 52%, Hispanic 43% to 60%, White 57% to 73%,ELL 33% to 48%, Students with Disabilities 16% to 42%, Economically Disadvantaged 43% to 59%.

**G2.B1** Students lack fluency with basic math addition, subtraction, multiplication and division facts.

**G2.B1.S1** Incorporate math games and hands-on activities that promote fluency of basic math facts.

### Action Step 1

Students will utilize the AR Math computer program on a daily basis to develop fluency of basic math facts.

### Person or Persons Responsible

All classroom teachers

### Target Dates or Schedule

on a daily basis

### Evidence of Completion

Timed Basic Facts Math Quizzes results

### Facilitator:

Assistant Principal

### Participants:

all teachers

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

Students will utilize the AR Math computer program on a daily basis to develop fluency of basic math facts.

#### Person or Persons Responsible

All classroom teachers, Principal, Assistant Principal

#### Target Dates or Schedule

on a daily basis

#### Evidence of Completion

Results of Timed Basic Math Facts Quizzes

### Plan to Monitor Effectiveness of G2.B1.S1

Teachers will allot time for students to utilize the AR Math computer program on a daily basis to develop fluency of basic math facts.

#### Person or Persons Responsible

all classroom teachers, Principal, Assistant Principal

#### Target Dates or Schedule

on a daily basis

#### Evidence of Completion

Weekly Timed Basic Math Facts Quizzes, Classroom Observations

### G2.B2 Students lack comprehension of word problems.

**G2.B2.S1** Teachers will implement the Gradual Release Model to promote comprehension of math word problems.

#### Action Step 1

On a daily basis, teachers will model the steps in comprehending math word problems utilizing the gradual release model.

#### Person or Persons Responsible

All classroom teachers

#### Target Dates or Schedule

On a daily basis

#### Evidence of Completion

Lesson plans, classroom observations, District Math baselines

### **Plan to Monitor Fidelity of Implementation of G2.B2.S1**

Teachers' lesson plans will reflect the Gradual Release Model to promote comprehension of math word problems.

#### **Person or Persons Responsible**

All teachers, Principal, Assistant Principal

#### **Target Dates or Schedule**

on a daily basis

#### **Evidence of Completion**

Weekly Lesson Plans, Classroom observation, Performance Matters District baseline tests, Focus Math tests

### **Plan to Monitor Effectiveness of G2.B2.S1**

Math Focus tests will be given after each standard is taught with the Gradual Release Model.

#### **Person or Persons Responsible**

All teachers, Principal, Assistant Principal

#### **Target Dates or Schedule**

It will occur about every two weeks.

#### **Evidence of Completion**

Lesson plans, classroom observations, Performance Matters District Math baselines, Math Focus tests

**G3.** There will be in an increase of 5% of students making learning gains in FCAT 2.0 reading.

**G3.B1** Students lack comprehension strategies to help promote higher order thinking that promotes deeper comprehension.

**G3.B1.S1** Teachers will implement Close Reads with reading selections from Core Reading program.

**Action Step 1**

Lesson plans will reflect the Close Read Strategy.

**Person or Persons Responsible**

All classroom teachers

**Target Dates or Schedule**

on a weekly basis

**Evidence of Completion**

Monitoring of Lesson plans by Principal and Administration, Classroom Walk-through data, Performance Matters reports indicating learning gains in Reading baselines and Focus assessments.

**Facilitator:**

Reading Coach, Title I Resource Teachers

**Participants:**

All K-5 teachers

**Plan to Monitor Fidelity of Implementation of G3.B1.S1**

Lesson plans on a weekly basis reflect Close Read strategy

**Person or Persons Responsible**

All classroom teachers, Principal and Assistant Principal

**Target Dates or Schedule**

On a daily basis

**Evidence of Completion**

Monitoring of Lesson plans by Principal and Assistant Principal, Classroom Walk-through data, Performance Matters reports indicating learning gains in Reading baselines and Focus assessments.

### Plan to Monitor Effectiveness of G3.B1.S1

Teacher will implement Focus Comprehension Assessments after each Close Read Lesson.

#### Person or Persons Responsible

All classroom teachers, Principal, Assistant Principal

#### Target Dates or Schedule

After each Close Read lesson has be implemented

#### Evidence of Completion

Monitoring of Lesson plans by Principal and Assistant Principal, Classroom Walk-through data, Performance Matters reports indicating learning gains in Reading baselines and Focus assessments.

**G3.B1.S2** Title 1 Resource Teacher and Special Area teachers will provide small group differentiated instruction to students who are not meeting reading grade level expectations

#### Action Step 1

Special Area teachers and Title I Resource Teacher will provide small group differentiated instruction to students and implement QAR strategy in small group instruction

#### Person or Persons Responsible

Title I Resource Teacher and Special Area Teachers

#### Target Dates or Schedule

Twice a week

#### Evidence of Completion

Small group lesson plans, FAIR results, progress monitoring of skills such as Oral Reading Fluency

#### Facilitator:

State of Florida Common Core Training Sessions QAR- Reading Coach

#### Participants:

All teachers K-5 QAR- Special Area Teachers



### **Plan to Monitor Fidelity of Implementation of G3.B1.S2**

Special Area teachers and Title I Resource Teacher will provide small group differentiated instruction to students and implement QAR strategy in small group instruction

#### **Person or Persons Responsible**

Title I Resource Teacher and Special Area Teachers, Principal, Assistant Principal

#### **Target Dates or Schedule**

Twice a week

#### **Evidence of Completion**

FAIR results, Focus Assessment results, ORF results, QAR Lexiled Passages results

### **Plan to Monitor Effectiveness of G3.B1.S2**

Special Area teachers and Title I Resource Teacher will provide small group differentiated instruction to students and implement QAR strategy in small group instruction

#### **Person or Persons Responsible**

Special Area Teachers, Title I Resource Teacher, Principal, Assistant Principal

#### **Target Dates or Schedule**

twice a week

#### **Evidence of Completion**

Analyze Data provided by FAIR, Performance Matters, Focus Tests, QAR Lexiled passages results

**G4.** There will be an increase of 5% of students making learning gains in FCAT 2.0 Math.

**G4.B1** Students lack fluency with basic math addition, subtraction, multiplication and division facts.

**G4.B1.S1** Teachers will incorporate math games and hands-on activities that promote fluency of basic math facts.

**Action Step 1**

The teachers will utilize math data from Performance Matters to form small groups that provide students with hands-on activities to promote fluency of basic math facts.

**Person or Persons Responsible**

All teachers, Principal, Assistant Principal

**Target Dates or Schedule**

twice a week

**Evidence of Completion**

Lesson plans, classroom observations, data meetings, collaborative planning

**Plan to Monitor Fidelity of Implementation of G4.B1.S1**

The teachers will utilize math data from Performance Matters to form small groups that provide students with hands-on activities to promote fluency of basic math facts which will be reflected in their lesson plans. Data meetings will be held after school twice a month on the second and fourth Thursday of each month.

**Person or Persons Responsible**

All teachers, Principal, Assistant Principal

**Target Dates or Schedule**

twice a week

**Evidence of Completion**

Lesson plans, classroom observations, data meetings, collaborative planning, Performance Matters District Math Baselines, Focus Math Assessments

### Plan to Monitor Effectiveness of G4.B1.S1

The teachers will utilize math data from Performance Matters to form small groups that provide students with hands-on activities to promote fluency of basic math facts which will be reflected in their lesson plans. Data meetings will be held after school twice a month on the second and fourth Thursday of each month to discuss District Math baseline results and Focus Math Assessment results.

#### Person or Persons Responsible

All teachers, Principal, Assistant Principal

#### Target Dates or Schedule

Hands-on activities twice a week Weekly lesson plans Small group lesson plans

#### Evidence of Completion

Lesson plans, classroom observations, data meetings, collaborative planning, Performance Matters District Math baseline, Focus Math Assessments

### G4.B2 Students lack engagement with Math.

**G4.B2.S1** Teachers will increase student engagement with Math by implementing Kagan Collaborative structures.

#### Action Step 1

Teachers will implement Kagan Collaborative structures when teaching Math.

#### Person or Persons Responsible

All Classroom Teachers

#### Target Dates or Schedule

on a daily basis

#### Evidence of Completion

Lesson plans, classroom observations

#### Facilitator:

Academic Resource Teachers, Assistant Principal

#### Participants:

all teachers

### **Plan to Monitor Fidelity of Implementation of G4.B2.S1**

Teachers' lesson plans will reflect the implementation of Kagan Structures on a daily basis.

#### **Person or Persons Responsible**

All Classroom teachers, Principal, Assistant Principal

#### **Target Dates or Schedule**

on a daily basis

#### **Evidence of Completion**

Lesson plans, Classroom Observations

### **Plan to Monitor Effectiveness of G4.B2.S1**

Teachers' lesson plans will reflect active engagement implementing Kagan collaborative structures.

#### **Person or Persons Responsible**

All teachers, Principal, Assistant Principal

#### **Target Dates or Schedule**

on a daily basis

#### **Evidence of Completion**

Lesson plans, Classroom observations, Performance Matters District baselines, Focus Assessments

**G5.** There will be a 5% increase of fourth grade students scoring a 3.5 in the FCAT 2.0 Writing Assessment from 39% to 44%.

**G5.B1** Students are unable to write grade-level complete sentences with correct grammar.

**G5.B1.S1** Teachers will utilize the Gradual Release Model in Writing.

**Action Step 1**

Teachers will model effective writing through the implementation of the Gradual Release Model.

**Person or Persons Responsible**

All fourth grade teachers

**Target Dates or Schedule**

on a daily basis

**Evidence of Completion**

Lesson plans, Classroom observations, Write Scores results

**Facilitator:**

Lucy Calkin's Writing Workshop presented by one of her trainers

**Participants:**

All Classroom Teachers

**Plan to Monitor Fidelity of Implementation of G5.B1.S1**

Teachers' lesson plans will reflect writing lessons that reflect the Gradual Release Model.

**Person or Persons Responsible**

All teachers, Principal, Assistant Principal

**Target Dates or Schedule**

on a daily basis

**Evidence of Completion**

Lesson plans, Classroom observations, Write Scores results

## Plan to Monitor Effectiveness of G5.B1.S1

Teachers will write writing lessons that reflect the Gradual Release Model. Lesson plans will be monitored on a weekly basis by Principal and Assistant Principal.

### Person or Persons Responsible

All teachers, Principal, Assistant Principal

### Target Dates or Schedule

on a daily basis

### Evidence of Completion

Lesson plans, Classroom observations, Write Score results

**G5.B2** There is a lack of a writing program in grades K-5 classrooms.

**G5.B2.S1** All K-5 classroom teachers will implement with fidelity the Lucy Calkins Writing Workshop method.

### Action Step 1

All teachers will receive training on the Lucy Calkins Writing Workshop method.

### Person or Persons Responsible

All teachers, Title I resource teachers, Reading Coach, Principal, Assistant Principal

### Target Dates or Schedule

Summer of 2013 Fall of 2013 Continuous through out the year

### Evidence of Completion

Lesson plans, classroom observations, Writing Assessments

### Facilitator:

Reading Coach, Title I Resource Teacher

### Participants:

All teachers will be invited to attend the Lucy Calkins' writing training offered during the Summer of 2013.

### Plan to Monitor Fidelity of Implementation of G5.B2.S1

Teachers will implement Lucy Calkins writing lessons which will be reflected in their lesson plans.

#### Person or Persons Responsible

All classroom teachers

#### Target Dates or Schedule

on a daily basis

#### Evidence of Completion

Lesson plans, Classroom observations, Writing Assessment

### Plan to Monitor Effectiveness of G5.B2.S1

Teachers' lesson plans will be monitored for the implementation of Lucy Calkins writing method.

#### Person or Persons Responsible

All teachers, Reading Coach, Title I resource teachers, Principal, Assistant Principal

#### Target Dates or Schedule

on a daily basis

#### Evidence of Completion

Lesson plans, Classroom Observations, Writing Assessments

**G6.** There will be a 5% increase in the number of fifth grade students who score a level 3 or higher on the FCAT 2.0 Science.

**G6.B1** Students lack hands on experiences with Science concepts.

**G6.B1.S1** Students need to be engaged with Science curriculum.

#### Action Step 1

Teachers will provide students with hands on experiments to understand Science concepts.

#### Person or Persons Responsible

All classroom teachers

#### Target Dates or Schedule

at least once a week

#### Evidence of Completion

Lesson plans, classroom observations, classroom science projects

### **Plan to Monitor Fidelity of Implementation of G6.B1.S1**

Teachers will implement Science lessons that incorporates hands on experiences.

#### **Person or Persons Responsible**

All classroom teachers, Principal, Assistant Principal

#### **Target Dates or Schedule**

at least once a week

#### **Evidence of Completion**

Lesson plans, classroom observations, classroom science projects

### **Plan to Monitor Effectiveness of G6.B1.S1**

Teachers' lesson plans will reflect hands on Science lessons.

#### **Person or Persons Responsible**

All classroom teachers, Principal, Assistant Principal

#### **Target Dates or Schedule**

at least once a week

#### **Evidence of Completion**

Lesson plans, classroom observations, classroom science projects



**G7.** There will be increase of 5% of English Language Learner scoring Proficient in the following areas: listening/speaking, reading, and writing.

**G7.B1** Students need additional oral language development opportunities.

**G7.B1.S1** Teachers will implement Kagan collaborative structures to help promote oral language development and increase reading comprehension.

**Action Step 1**

Teachers will implement Kagan collaborative structures to enhance ELLs' oral language and increase reading comprehension.

**Person or Persons Responsible**

all teachers

**Target Dates or Schedule**

every day

**Evidence of Completion**

Lesson plans, classroom observations, Focus assessments

**Plan to Monitor Fidelity of Implementation of G7.B1.S1**

Teachers will create lessons that utilizes Kagan collaborative structures to help ELL students in the areas of oral language development and reading comprehension.

**Person or Persons Responsible**

all teachers, Principal, Assistant Principal

**Target Dates or Schedule**

every day

**Evidence of Completion**

Lesson plans, classroom observations, Focus Assessments, small group instruction

**Plan to Monitor Effectiveness of G7.B1.S1**

**Person or Persons Responsible**

**Target Dates or Schedule**

**Evidence of Completion**

**G8.** Central Elementary School will provide 5 STEM-RELATED experiences to 50% of the students. This will be an increase from 14% of the students provided STEM RELATED experiences in 2013.

**G8.B1** There is a lack of curriculum to implement STEM-Related experiences in the classrooms.

**G8.B1.S1** Utilize internet sources to provide students with STEM-Related experiences in the classrooms.

**Action Step 1**

Meet with the Leadership Team to investigate STEM-Related experiences that can be implemented in the classrooms.

**Person or Persons Responsible**

Leadership Team, Teachers, Principal, Assistant Principal

**Target Dates or Schedule**

on-going through out the year

**Evidence of Completion**

Lesson plans, STEM Parent Night, Cross-grade teaching of STEM experiences,

**Plan to Monitor Fidelity of Implementation of G8.B1.S1**

Meet with the Leadership Team to investigate STEM-Related experiences that will be implemented in the classrooms.

**Person or Persons Responsible**

Leadership Team, Teachers, Principal, Assistant Principal

**Target Dates or Schedule**

on-going through out the year

**Evidence of Completion**

Lesson plans, STEM Parent Night, Cross-grade teaching of STEM experiences,

## Plan to Monitor Effectiveness of G8.B1.S1

Leadership team will create a survey for teachers, parents, and students in regards to the STEM-Related experiences.

### **Person or Persons Responsible**

Leadership team, Principal, Assistant Principal

### **Target Dates or Schedule**

Surveys will be given at every STEM-Related experience.

### **Evidence of Completion**

Results of STEM-Related experience survey, Lesson plans, classroom observations

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I Part A funds are used for supplementary supplies and technology for computer assisted instruction. Resource Personnel to meet the needs of teachers and students in the area of math, reading, ELL, and technology. Title I A Professional Development focusing on the needs of students in subgroups not meeting AMOS through Title I Part A. Intervention materials to use in after school tutorials are also provided. Additionally, Title I Part A funds needs for identified homeless students in the LEA.

Title I Part C funds pay for migrant advocates and home/school liaisons. They also fund extended day and year instruction for migrant students. Intervention materials to be used in after school tutorials are provided by Title I Part C. Classroom visits near year's end and summer school programs are also funded.

Title II funds are used to provide professional development focusing on the needs of students in subgroups not making AMOS. After school tutorials are also funded through Title II.

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. Fourth grade students complete a gang prevention program (GREAT). All students receive character education through the Keys to Character program and they also participate in the "TOO GOOD FOR DRUGS AND VIOLENCE" programs.

Nutrition Programs- The Hendry County Health Department presents, "Fresh 2 U" program to third grade students.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G1.** Students scoring at or above Level 3 on Reading FCAT 2.0 will increase from 38% to 54%. African-American: 28% to 42%, Hispanic: 38% to 52%, White: 50% to 73% ELL students: 23% to 45%, Students with Disabilities: 16%-37%, Economically Disadvantaged: 36%-52%.

**G1.B1** Teachers are not utilizing available data to drive the development of differentiated instruction.

**G1.B1.S1** Teachers will utilize data reports available from Performance Matters, AR, and Success Maker lab to differentiate instruction and meet the needs of students.

### PD Opportunity 1

Performance Matters, AR, and Success Maker reports will be utilize to monitor fidelity. Small group lesson plans will be monitored by Administration

#### Facilitator

Kathy Paige- Academic Resource

#### Participants

all teachers

#### Target Dates or Schedule

Ongoing through out the school year reports and lesson plans will be monitored by Administration

#### Evidence of Completion

Small group lesson plan implementation and classroom walk-through observation data, Performance Matters baseline results, Focus Assessments, AR and Success Maker reports will be monitored by Administration.

**G2.** Students scoring at or above a Level 3 on Math FCAT 2.0 will increase from 44% to 60%. African American 33% to 52%, Hispanic 43% to 60%, White 57% to 73%,ELL 33% to 48%, Students with Disabilities 16% to 42%, Economically Disadvantaged 43% to 59%.

**G2.B1** Students lack fluency with basic math addition, subtraction, multiplication and division facts.

**G2.B1.S1** Incorporate math games and hands-on activities that promote fluency of basic math facts.

**PD Opportunity 1**

Students will utilize the AR Math computer program on a daily basis to develop fluency of basic math facts.

**Facilitator**

Assistant Principal

**Participants**

all teachers

**Target Dates or Schedule**

on a daily basis

**Evidence of Completion**

Timed Basic Facts Math Quizzes results

**G3.** There will be in an increase of 5% of students making learning gains in FCAT 2.0 reading.

**G3.B1** Students lack comprehension strategies to help promote higher order thinking that promotes deeper comprehension.

**G3.B1.S1** Teachers will implement Close Reads with reading selections from Core Reading program.

**PD Opportunity 1**

Lesson plans will reflect the Close Read Strategy.

**Facilitator**

Reading Coach, Title I Resource Teachers

**Participants**

All K-5 teachers

**Target Dates or Schedule**

on a weekly basis

**Evidence of Completion**

Monitoring of Lesson plans by Principal and Administration, Classroom Walk-through data, Performance Matters reports indicating learning gains in Reading baselines and Focus assessments.

**G3.B1.S2** Title 1 Resource Teacher and Special Area teachers will provide small group differentiated instruction to students who are not meeting reading grade level expectations

**PD Opportunity 1**

Special Area teachers and Title I Resource Teacher will provide small group differentiated instruction to students and implement QAR strategy in small group instruction

**Facilitator**

State of Florida Common Core Training Sessions QAR- Reading Coach

**Participants**

All teachers K-5 QAR- Special Area Teachers

**Target Dates or Schedule**

Twice a week

**Evidence of Completion**

Small group lesson plans, FAIR results, progress monitoring of skills such as Oral Reading Fluency

**G4.** There will be an increase of 5% of students making learning gains in FCAT 2.0 Math.

**G4.B2** Students lack engagement with Math.

**G4.B2.S1** Teachers will increase student engagement with Math by implementing Kagan Collaborative structures.

**PD Opportunity 1**

Teachers will implement Kagan Collaborative structures when teaching Math.

**Facilitator**

Academic Resource Teachers, Assistant Principal

**Participants**

all teachers

**Target Dates or Schedule**

on a daily basis

**Evidence of Completion**

Lesson plans, classroom observations

**G5.** There will be a 5% increase of fourth grade students scoring a 3.5 in the FCAT 2.0 Writing Assessment from 39% to 44%.

**G5.B1** Students are unable to write grade-level complete sentences with correct grammar.

**G5.B1.S1** Teachers will utilize the Gradual Release Model in Writing.

**PD Opportunity 1**

Teachers will model effective writing through the implementation of the Gradual Release Model.

**Facilitator**

Lucy Calkin's Writing Workshop presented by one of her trainers

**Participants**

All Classroom Teachers

**Target Dates or Schedule**

on a daily basis

**Evidence of Completion**

Lesson plans, Classroom observations, Write Scores results



**G5.B2** There is a lack of a writing program in grades K-5 classrooms.

**G5.B2.S1** All K-5 classroom teachers will implement with fidelity the Lucy Calkins Writing Workshop method.

**PD Opportunity 1**

All teachers will receive training on the Lucy Calkins Writing Workshop method.

**Facilitator**

Reading Coach, Title I Resource Teacher

**Participants**

All teachers will be invited to attend the Lucy Calkins' writing training offered during the Summer of 2013.

**Target Dates or Schedule**

Summer of 2013 Fall of 2013 Continuous through out the year

**Evidence of Completion**

Lesson plans, classroom observations, Writing Assessments

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	Students scoring at or above Level 3 on Reading FCAT 2.0 will increase from 38% to 54%. African-American: 28% to 42%, Hispanic: 38% to 52%, White: 50% to 73% ELL students: 23% to 45%, Students with Disabilities: 16%-37, Economically Disadvantaged: 36%-52%.	\$4
G2.	Students scoring at or above a Level 3 on Math FCAT 2.0 will increase from 44% to 60%. African American 33% to 52%, Hispanic 43% to 60%, White 57% to 73%, ELL 33% to 48%, Students with Disabilities 16% to 42%, Economically Disadvantaged 43% to 59%.	\$3
G3.	There will be an increase of 5% of students making learning gains in FCAT 2.0 reading.	\$5
G4.	There will be an increase of 5% of students making learning gains in FCAT 2.0 Math.	\$2
G5.	There will be a 5% increase of fourth grade students scoring a 3.5 in the FCAT 2.0 Writing Assessment from 39% to 44%.	\$5
Total		\$19

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Evidence-Based Materials	Total
Title I	\$12	\$2	\$14
Title 1	\$0	\$5	\$5
Total	\$12	\$7	\$19

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G1.** Students scoring at or above Level 3 on Reading FCAT 2.0 will increase from 38% to 54%. African-American: 28% to 42%, Hispanic: 38% to 52%, White: 50% to 73% ELL students: 23% to 45%, Students with Disabilities: 16%-37, Economically Disadvantaged: 36%-52%.

**G1.B1** Teachers are not utilizing available data to drive the development of differentiated instruction.

**G1.B1.S1** Teachers will utilize data reports available from Performance Matters, AR, and Success Maker lab to differentiate instruction and meet the needs of students.

**Action Step 1**

Performance Matters, AR, and Success Maker reports will be utilize to monitor fidelity. Small group lesson plans will be monitored by Administration

**Resource Type**

Evidence-Based Program

**Resource**

AR Library Books

**Funding Source**

Title I

**Amount Needed**

\$4

**G2.** Students scoring at or above a Level 3 on Math FCAT 2.0 will increase from 44% to 60%. African American 33% to 52%, Hispanic 43% to 60%, White 57% to 73%,ELL 33% to 48%, Students with Disabilities 16% to 42%, Economically Disadvantaged 43% to 59%.

**G2.B1** Students lack fluency with basic math addition, subtraction, multiplication and division facts.

**G2.B1.S1** Incorporate math games and hands-on activities that promote fluency of basic math facts.

**Action Step 1**

Students will utilize the AR Math computer program on a daily basis to develop fluency of basic math facts.

**Resource Type**

Evidence-Based Program

**Resource**

AR math facts

**Funding Source**

Title I

**Amount Needed**

\$3

**G3.** There will be an increase of 5% of students making learning gains in FCAT 2.0 reading.

**G3.B1** Students lack comprehension strategies to help promote higher order thinking that promotes deeper comprehension.

**G3.B1.S1** Teachers will implement Close Reads with reading selections from Core Reading program.

**Action Step 1**

Lesson plans will reflect the Close Read Strategy.

**Resource Type**

Evidence-Based Materials

**Resource**

Close Read Lesson Plans for Core Reading Program

**Funding Source**

Title 1

**Amount Needed**

\$5

**G4.** There will be an increase of 5% of students making learning gains in FCAT 2.0 Math.

**G4.B2** Students lack engagement with Math.

**G4.B2.S1** Teachers will increase student engagement with Math by implementing Kagan Collaborative structures.

**Action Step 1**

Teachers will implement Kagan Collaborative structures when teaching Math.

**Resource Type**

Evidence-Based Materials

**Resource**

Math Manipulatives

**Funding Source**

Title I

**Amount Needed**

\$2

**G5.** There will be a 5% increase of fourth grade students scoring a 3.5 in the FCAT 2.0 Writing Assessment from 39% to 44%.

**G5.B1** Students are unable to write grade-level complete sentences with correct grammar.

**G5.B1.S1** Teachers will utilize the Gradual Release Model in Writing.

**Action Step 1**

Teachers will model effective writing through the implementation of the Gradual Release Model.

**Resource Type**

Evidence-Based Program

**Resource**

Florida Continuous Improvement Model

**Funding Source**

Title I

**Amount Needed**

\$3

**G5.B2** There is a lack of a writing program in grades K-5 classrooms.

**G5.B2.S1** All K-5 classroom teachers will implement with fidelity the Lucy Calkins Writing Workshop method.

**Action Step 1**

All teachers will receive training on the Lucy Calkins Writing Workshop method.

**Resource Type**

Evidence-Based Program

**Resource**

Lucy Calkins' Writing Kits

**Funding Source**

Title I

**Amount Needed**

\$2