

Hendry County Schools

Central Elementary School



2021-22 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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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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Central Elementary School

1000 S DEANE DUFF AVE, Clewiston, FL 33440

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 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	82%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Carollo, Kelly	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
Mosley, Linda	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
Story, Rita	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
Shelton, Allison	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
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
Parrish, Tamara	Teacher, PreK	<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
Barnes, Brooke	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	Position Title	Job Duties and Responsibilities
		d. Provide sub/discipline folder of work for their grade e. Mentoring new teachers
Stone, Kylie	Instructional Coach	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
Kane, Meredith	School Counselor	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	Assistant Principal	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	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

Demographic Information

Principal start date

Friday 7/1/2016, Melissa Carter

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Total number of teacher positions allocated to the school

40

Total number of students enrolled at the school

580

Identify the number of instructional staff who left the school during the 2020-21 school year.

3

Identify the number of instructional staff who joined the school during the 2021-22 school year.

5

Demographic Data**Early Warning Systems****2021-22****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	88	89	90	84	81	83	0	0	0	0	0	0	0	515
Attendance below 90 percent	28	25	20	22	13	23	0	0	0	0	0	0	0	131
One or more suspensions	0	3	2	10	21	1	4	0	0	0	0	0	0	41
Course failure in ELA	3	9	10	21	1	4	0	0	0	0	0	0	0	48
Course failure in Math	1	5	7	19	2	3	0	0	0	0	0	0	0	37
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	22	24	24	0	0	0	0	0	0	0	70
Level 1 on 2019 statewide FSA Math assessment	0	0	0	14	28	19	0	0	0	0	0	0	0	61
Number of students with a substantial reading deficiency	0	0	7	17	15	27	0	0	0	0	0	0	0	66

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	3	7	7	24	8	17	0	0	0	0	0	0	0	66

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	0	0	0	1	3	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	3	0	0	0	0	0	0	0	0	3

Date this data was collected or last updated

Tuesday 8/3/2021

2020-21 - 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	
Number of students enrolled	95	91	85	90	86	98	0	0	0	0	0	0	0	545
Attendance below 90 percent	12	6	7	11	18	8	0	0	0	0	0	0	0	62
One or more suspensions	6	2	4	9	8	14	0	0	0	0	0	0	0	43
Course failure in ELA	1	0	5	11	1	1	0	0	0	0	0	0	0	19
Course failure in Math	2	0	4	13	2	2	0	0	0	0	0	0	0	23
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	1	0	5	14	16	13	0	0	0	0	0	0	0	49

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	0	1	0	0	0	0	0	0	0	1

2020-21 - 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	
Number of students enrolled	95	91	85	90	86	98	0	0	0	0	0	0	0	545
Attendance below 90 percent	12	6	7	11	18	8	0	0	0	0	0	0	0	62
One or more suspensions	6	2	4	9	8	14	0	0	0	0	0	0	0	43
Course failure in ELA	1	0	5	11	1	1	0	0	0	0	0	0	0	19
Course failure in Math	2	0	4	13	2	2	0	0	0	0	0	0	0	23
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	1	0	5	14	16	13	0	0	0	0	0	0	0	49

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	0	1	0	0	0	0	0	0	0	1

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				58%	50%	57%	50%	46%	56%
ELA Learning Gains				63%	54%	58%	65%	52%	55%
ELA Lowest 25th Percentile				63%	50%	53%	65%	43%	48%
Math Achievement				65%	56%	63%	60%	53%	62%
Math Learning Gains				65%	62%	62%	70%	59%	59%
Math Lowest 25th Percentile				52%	45%	51%	57%	46%	47%
Science Achievement				64%	44%	53%	51%	44%	55%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	51%	47%	4%	58%	-7%
Cohort Comparison						
04	2021					
	2019	55%	48%	7%	58%	-3%
Cohort Comparison		-51%				
05	2021					
	2019	62%	47%	15%	56%	6%
Cohort Comparison		-55%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	63%	52%	11%	62%	1%
Cohort Comparison						
04	2021					
	2019	63%	57%	6%	64%	-1%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-63%				
05	2021					
	2019	63%	53%	10%	60%	3%
Cohort Comparison		-63%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	63%	41%	22%	53%	10%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

For all progress monitoring at Central Elementary we utilized iReady Diagnostics for ELA and Math. AS for Science we used our Baselines that have been created by the District Reading Coaches for 3rd, 4th, and 5th grades.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	19%	30%	57%
	Economically Disadvantaged	14%	28%	52%
	Students With Disabilities	25%	10%	30%
	English Language Learners	40%	20%	40%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	12%	26%	54%
	Economically Disadvantaged	9%	23%	46%
	Students With Disabilities	0%	10%	50%
	English Language Learners	40%	60%	60%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	33%	47%	64%
	Economically Disadvantaged	29%	43%	63%
	Students With Disabilities	0%	33%	33%
	English Language Learners	20%	33%	73%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16%	25%	50%
	Economically Disadvantaged	15%	21%	46%
	Students With Disabilities	0%	17%	33%
	English Language Learners	13%	13%	60%
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	34%	58%	41%
	Economically Disadvantaged	31%	58%	42%
	Students With Disabilities	22%	33%	0%
	English Language Learners	18%	36%	38%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	5%	31%	58%
	Economically Disadvantaged	4%	31%	56%
	Students With Disabilities	0%	11%	33%
	English Language Learners	0%	18%	45%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	25%	33%	68%
	Economically Disadvantaged	19%	29%	63%
	Students With Disabilities	0%	0%	13%
	English Language Learners	0%	0%	30%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	31%	40%	59%
	Economically Disadvantaged	28%	36%	58%
	Students With Disabilities	0%	25%	25%
	English Language Learners	0%	0%	10%
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	21%	26%	38%
	Economically Disadvantaged	11%	15%	31%
	Students With Disabilities	0%	0%	8%
	English Language Learners	11%	14%	21%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	23%	38%	57%
	Economically Disadvantaged	16%	29%	49%
	Students With Disabilities	9%	8%	33%
	English Language Learners	11%	29%	61
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	10%	34%	36%
	Economically Disadvantaged	10%	26%	31%
	Students With Disabilities	10%	36%	42%
	English Language Learners	4%	22%	43%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	21	54		36	62		58				
ELL	36	60	58	49	67	67	46				
BLK	40	33		45	33		17				
HSP	44	56	63	61	59	56	46				
WHT	57	70		60	70		90				
FRL	41	52	53	56	54	44	40				
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	48
Total Points Earned for the Federal Index	407
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	46
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	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	55
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	
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	69
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	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Due to COVID, we had at least 20% of our students who were on Distance Learning throughout the year, if not ALL year. In every area in ELA, MATH, & Science our proficiency & learning gains decreased from our 2018-2019 scores. On a positive note our growth in 5th grade ELA was higher than 2018-2019 scores and our growth in 5th grade Math was very comparable to our 2018-2019 scores. In all grades our Math proficiency was higher than our ELA proficiency, which is usually our trend at CES.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based off Progress Monitoring from our Diagnostic 1 Baseline for 2021-2022 our students are scoring very comparable to our 2019-2020 Diagnostic #1 scores as a school. Our ELA and Math are both in need for improvement, but we find year after year we are able to show improvement in Math better than ELA. Our goal is to really focus on our 3rd-5th grade students who are scoring 2 or more years below in ELA. In 3rd grade, 34% of our students, in 4th grade, 28% of our students, and in 5th grade 51% of our students scored 2 years or more below grade level. Looking at 2018-2019 state assessments are reading proficiency was lower than our Math proficiency.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Due to COVID, our students who were Distance Learners really struggled with being successful in all areas of learning. We are truly able to notice those who were not in school last year due to COVID. Those students were not able to receive in person small group instruction, they were not held accountable for practicing reading with AR, and monitoring their progress at home was difficult in that they were able to receive help at home, so their data was not true.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The most improvement for our 3rd - 5th grade students on the 2018-2019 state assessments was proficiency in ELA, Math, & Science from 2017-2018. Unfortunately, due to COVID our students did not continue the improvement and decreased in proficiency and learning gains from 2018-2019 state assessments in 2020-2021. Approx. 40 - 50 students who assessed on FSA in 2020-2021, were Distance Learners the majority of the year and did not progress to their full potential.

What were the contributing factors to this improvement? What new actions did your school take in this area?

I believe the improvement in proficiency from 2017-2018 to 2018-2019 is accredited to our small group instruction and driving our instruction from our data. We really looked into the data after each Diagnostic assessment and determined where the students' needs were. After finding the needs we changed our small group and instruction and placed extra support in the classes that were weak. Science showed a big improvement in proficiency and I believe that came from the teachers planning student engaged activities to support their instruction of science standards.

What strategies will need to be implemented in order to accelerate learning?

High expectations when teaching whole group instruction, small group intervention instruction, and goal setting for students are strategies that need to be implemented this school year to help accelerate learning. As for teachers, they will be utilizing a new ELA curriculum, new BEST standards, administrators planning with teachers weekly, incorporating student engagement activities for ELA, promoting AR for students to practice reading, and continuing to utilize Standards Mastery progress monitoring in ELA to look at comparisons from year's prior performance are all ways we hope to accelerate our students' learning. We are also utilizing our new MTSS coordinator to assist in coordinating Tier 2 & 3 interventions and processes. In the Spring we will offer Math afterschool for 2nd - 5th graders and FSA Bootcamps on Saturdays to help students practice skills in ELA, Math, and Science before State testing.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Our Professional Development that we are and will offer for teachers and staff are: Understanding the BEST Standards, Benchmark Advanced, iReady, AR, Max Scholar, utilizing technology to better our instruction, and just breaking down our students' data. Throughout the year we will offer teachers (new & old) time to observe others and learn new strategies that can be implemented in their instruction.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Utilizing our MTSS Coordinator to assist with getting students through the RTI/MTSS process and our Reading Coach with assisting teachers with our new ELA curriculum and effective instruction. Administration will also be leading teachers with planning ELA and utilizing the data to make instructional decisions based on students needs. We will offer Afterschool for our students who are ELL and Migrant in the fall and in the Spring we will have Afterschool for those students who need extra intervention based on Diagnostic scores. We will also encourage our 3rd-5th grade students to attend our Math & Science bootcamps on Saturdays to review for state assessments.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Student Engagement**Area of Focus Description and Rationale:**

During the school day teachers do not have enough time and the lack of understanding of how important Student Engagement can be in the learning process.

Measurable Outcome:

More students will be proficient in ELA, MATH, and SCIENCE on FSA for 3rd-5th grade students on 2022 FSA Assessment. Our goal is to proficient in:

ELA - @ least 50%

MATH - @ least 61%

SCIENCE - @ least 52%

Monitoring:

Throughout the year in ELA our Standards Mastery and ELA Unit Assessment Data will be utilized to determine students' success. Also, during our 3 Diagnostic Assessments we will measure the students growth and proficiency. Teachers and Administrators will monitor the students' performance and continue to have data chats with their students. Our Admin will meet weekly with the teachers to discuss progress and data from each assessment. As a school we help our students set individual goals, class goals. and school goals to monitor their growth throughout the year and to help motivate the students to do their best!

Person responsible for monitoring outcome:

Melissa Carter (carterme@hendry-schools.net)

Evidence-based Strategy:

We will utilize various resources during ELA small groups to differentiate instruction based on students' needs and weaknesses. We will also utilize Classroom Walkthrough Observations, Grade Level PLC meetings with Administrators to plan highly effective instruction, and Lesson Plan checks frequently throughout the school year.

Rationale for Evidence-based Strategy:

Students learn best when highly engaged in the instruction of a small group. The teacher/ support staff is able to specifically work on each child's needs/level.

Action Steps to Implement

Each week teachers will meet as a grade level team as well as with Administrators on a separate day to plan out instructional strategies that best fit the students' needs in ELA, MATH, & SCIENCE. Implementing AVID and Student Engagement strategies will increase student's learning. The following are ways teachers can increase engagement in their classrooms.

* 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 and receive instruction on their individualized level.

*MANIPULATIVES - will be used so that the students can have a better understanding of Math/Science learning.

*SCIENCE LAB - students will be able to utilize science resources and materials to help with understanding.

Person Responsible

Melissa Carter (carterme@hendry-schools.net)

#2. Instructional Practice specifically relating to Small Group Instruction

Area of Focus	
Description and 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 students who are proficient in ELA and MATH.
Measurable Outcome:	ELA - @ least 50% MATH - @ least 61% SCIENCE @ least 52%
Monitoring:	Throughout the year in ELA our Standards Mastery and ELA Unit Assessment Data will be utilized to determine students' success. Also, during our 3 Diagnostic Assessments we will measure the students growth and proficiency. Teachers and Administrators will monitor the students' performance and continue to have data chats with their students. Our Admin will meet weekly with the teachers to discuss progress and data from each assessment. As a school we help our students set individual goals, class goals. and school goals to monitor their growth throughout the year and to help motivate the students to do their best!
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 , weekly iReady reports, Standard Mastery and/or Unit assessments will be monitored as well. Our 3 Diagnostic assessments throughout the year are used to determine students' placement in small groups as well as what our student needs are too.
Rationale for Evidence-based Strategy:	As a school we utilize all support staff to differentiate instruction to meet each student's needs. After our Diagnostic 2 assessment we re-evaluate our school's strengths and weaknesses and plan accordingly for what we feel is our area of most growth. Various Evidence-based resources are utilized in small groups to meet the needs of ALL of our students. Ex: iReady, Accelerated Reading, Benchmark Advanced, Max Scholar, etc)

Action Steps to Implement

Utilizing Benchmark Advanced as well as our intervention resources students will be given instruction depending on their level and needs. Each student will receive small group instruction daily by either their classroom teacher and/or support staff. Teachers will base their Small groups off of Standards Mastery Data and iReady Diagnostics given throughout the year. Small Group lesson plan checks and Observation walkthroughs will occur on a regular basis.

Person Responsible Melissa Carter (carterme@hendry-schools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Our school data for the following years are for students who received the following consequences:

2018-2019: ISS (9%) OSS (3%)

2019-2020: ISS (5%) OSS (5%)

2020-2021: ISS (1%) OSS (3%)

We are hopeful to utilize ISS more than OSS this school year and use Suite 360 when students are in ISS to help with students behaviors as well as conferencing.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Throughout the school year we utilize our school's social media accounts to keep our students up to date with happenings and events that occur at CES. We showcase our students at work in the classroom, fun events happening at school, and our community outreach fundraisers, etc. We strongly believe that it is vital to have a positive school culture at CES. Our staff works more as a family and we make sure our relationship with our students are parents are the same.... WE ARE ALL A FAMILY! We feel it is important that school is not only learning Reading, Math, Science, & Writing, but also to incorporate real life happenings into our learning at Central Elementary School. We believe that if the staff enjoys coming to work and the students enjoy coming to school in a safe and inviting environment, we can continue our positive culture at CES.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Administrators (Principal & Assistant Principal) - provide incentives and motivational items throughout the year for the students and staff. Examples for Staff: Welcome Back Gifts, Holidays, and Teacher Appreciation Week

Examples for Students: Rewards for meeting Goals, Holiday events, quarterly rallies, Role Model student of the month for each class, multiple events throughout the school year to participate in.

Teachers - provide incentives to their classroom students for their growth and success throughout the year!

PTO - Reward students throughout the year with fun family events and an end of the Year Water Day for all students.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Student Engagement	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction	\$0.00
Total:			\$0.00