

Hendry County Schools

Country Oaks Elementary School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	17
Positive Culture & Environment	21
Budget to Support Goals	0

Country Oaks Elementary School

2052 NW EUCALYPTUS BLVD, Labelle, FL 33935

http://hendry-schools.org/education/school/school.php?sectionid=9&sc_id=1171294728

Demographics

Principal: Robin Jones

Start Date for this Principal: 9/7/2021

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: C (49%) 2017-18: B (54%) 2016-17: C (50%)
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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	17
Title I Requirements	0
Budget to Support Goals	0

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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	85%

School Grades History

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

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<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.

Growing Successful Leaders

Provide the school's vision statement.

We provide a positive and engaging learning environment, where student leaders own their learning toward academic proficiency.

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
Jones, Robin	Principal	
Harris, Ryan	Assistant Principal	
Coker, Susan	School Counselor	
Garcia, Elvira	Instructional Coach	ELL Resource Coach

Demographic Information

Principal start date

Tuesday 9/7/2021, Robin Jones

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.*

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.*

Total number of teacher positions allocated to the school

51

Total number of students enrolled at the school

794

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

7

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

11

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	108	132	117	123	117	141	0	0	0	0	0	0	0	738
Attendance below 90 percent	20	32	29	19	19	29	0	0	0	0	0	0	0	148
One or more suspensions	1	3	2	1	5	7	0	0	0	0	0	0	0	19
Course failure in ELA	17	18	15	10	14	14	0	0	0	0	0	0	0	88
Course failure in Math	8	9	6	14	15	14	0	0	0	0	0	0	0	66
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	24	37	35	0	0	0	0	0	0	0	96
Level 1 on 2019 statewide FSA Math assessment	0	0	0	26	40	40	0	0	0	0	0	0	0	106
Number of students with a substantial reading deficiency	0	0	2	22	29	37	0	0	0	0	0	0	0	90

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	10	13	13	23	23	29	0	0	0	0	0	0	0	111

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	2	4	7	0	0	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Tuesday 9/7/2021

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	124	114	126	112	133	121	0	0	0	0	0	0	0	730
Attendance below 90 percent	17	12	14	12	14	14	0	0	0	0	0	0	0	83
One or more suspensions	1	2	1	4	7	2	0	0	0	0	0	0	0	17
Course failure in ELA	15	12	11	11	8	13	0	0	0	0	0	0	0	70
Course failure in Math	6	7	7	9	10	14	0	0	0	0	0	0	0	53
Level 1 on 2019 statewide ELA assessment	0	0	0	1	26	32	0	0	0	0	0	0	0	59
Level 1 on 2019 statewide Math assessment	0	0	0	1	33	27	0	0	0	0	0	0	0	61

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	11	10	7	10	28	27	0	0	0	0	0	0	0	93

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	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	124	114	126	112	133	121	0	0	0	0	0	0	0	730
Attendance below 90 percent	17	12	14	12	14	14	0	0	0	0	0	0	0	83
One or more suspensions	1	2	1	4	7	2	0	0	0	0	0	0	0	17
Course failure in ELA	15	12	11	11	8	13	0	0	0	0	0	0	0	70
Course failure in Math	6	7	7	9	10	14	0	0	0	0	0	0	0	53
Level 1 on 2019 statewide ELA assessment	0	0	0	1	26	32	0	0	0	0	0	0	0	59
Level 1 on 2019 statewide Math assessment	0	0	0	1	33	27	0	0	0	0	0	0	0	61

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	11	10	7	10	28	27	0	0	0	0	0	0	0	93

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	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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				50%	50%	57%	48%	46%	56%
ELA Learning Gains				50%	54%	58%	55%	52%	55%
ELA Lowest 25th Percentile				42%	50%	53%	45%	43%	48%
Math Achievement				52%	56%	63%	55%	53%	62%
Math Learning Gains				63%	62%	62%	66%	59%	59%
Math Lowest 25th Percentile				48%	45%	51%	54%	46%	47%
Science Achievement				36%	44%	53%	53%	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	53%	47%	6%	58%	-5%
Cohort Comparison						
04	2021					
	2019	46%	48%	-2%	58%	-12%
Cohort Comparison		-53%				
05	2021					
	2019	48%	47%	1%	56%	-8%
Cohort Comparison		-46%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	45%	52%	-7%	62%	-17%
Cohort Comparison						
04	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	53%	57%	-4%	64%	-11%
Cohort Comparison		-45%				
05	2021					
	2019	53%	53%	0%	60%	-7%
Cohort Comparison		-53%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	33%	41%	-8%	53%	-20%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

iReady Diagnostic is used in K - 5 as the progress monitoring tool for math and reading. Performance Matters is used for science in 5th grade.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	12	30	53
	Economically Disadvantaged	12	30	53
	Students With Disabilities	6	6	26
	English Language Learners	0	17	48
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	7	24	57
	Economically Disadvantaged	7	24	57
	Students With Disabilities	0	11	37
	English Language Learners	0	10	48

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	15	29	47
	Economically Disadvantaged	15	29	47
	Students With Disabilities	8	13	36
	English Language Learners	4	18	40
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	3	21	47
	Economically Disadvantaged	3	21	47
	Students With Disabilities	0	13	43
	English Language Learners	4	11	37

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	28	41	49
	Economically Disadvantaged	25	41	49
	Students With Disabilities	11	27	42
	English Language Learners	8	20	30
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	8	21	38
	Economically Disadvantaged	8	21	38
	Students With Disabilities	11	27	39
	English Language Learners	3	10	26

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	25	29	41
	Economically Disadvantaged	25	29	41
	Students With Disabilities	23	31	25
	English Language Learners	12	11	24
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11	28	46
	Economically Disadvantaged	11	28	46
	Students With Disabilities	13	28	31
	English Language Learners	5	15	35
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	15	32	39
	Economically Disadvantaged	15	32	39
	Students With Disabilities	10	19	18
	English Language Learners	4	25	33
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13	33	51
	Economically Disadvantaged	13	33	51
	Students With Disabilities	7	13	21
	English Language Learners	11	32	45
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	34	45	53
	Economically Disadvantaged	34	44	52
	Students With Disabilities	28	33	38
	English Language Learners	33	38	45

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	16	32	29	25	43	46	9				
ELL	29	53	56	36	65	65	37				
BLK	38			33							
HSP	46	54	52	49	66	63	45				
MUL	50			30							
WHT	46	25		61	47		33				
FRL	42	50	52	45	61	61	35				
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	27	40	33	33	51	38	14				
ELL	37	47	45	45	59	40	25				
BLK	43	33		43	54						
HSP	48	50	40	53	65	44	30				
WHT	57	56		54	59		65				
FRL	47	48	35	49	64	48	31				
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	27	42	35	34	50	41	33				
ELL	28	44	38	38	48	36	12				
BLK	20	43	33	23	52		30				
HSP	47	55	53	55	68	53	51				
WHT	62	60		68	63		67				
FRL	45	53	46	52	65	51	48				

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	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	36
Total Points Earned for the Federal Index	391
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	47
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	36
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	51
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	40
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	42
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?

Students drop academically transitioning from 2nd to 3rd and 3rd to 4th grade. The transition between 3rd and 4th grade shows the largest gap. Our students with disabilities show the greatest growth in the primary grades and it slows as they move to 4th and 5th grade. ELL student growth typically almost doubles between 2nd and 3rd progress monitoring, and the growth is larger in math for this subgroup. 5th grade science growth is not as great as math and ELA for ELL students.

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

Science is our greatest need for growth. That is followed by ELA overall achievement and learning gains for the lowest 25%.

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

Science instruction in the lower grades needs to be more substantial and rigorous. Use of a comprehensive curriculum to support the needs of all students is needed for consistency across the grades. Vertical planning opportunities will help to close academic vocabulary gaps, provide insight to student transition between grade levels, and develop a consistent support structure k-5. PD on the use of a comprehensive curriculum will provide consistency school-wide. Additional science instruction, providing hands-ons learning will help students gain the foundational skills needed for the 5th grade science assessment. Foundational support for reading in the primary grades will help to ensure that gaps are minimal. Continual support with writing will strengthen reading comprehension and fluency.

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

Math overall learning gains increased in math. Our bottom quartile gains increased from the previous FSA for ELA and Math.

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

After school programs were used to reinforce skills that were taught in the classroom for math. During the school day, students were grouped academically for school-wide small group time. Other time was used for the bottom quartile students for ELA instruction 30 minutes per day.

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

Additional time will be provided for science instruction in grades 2nd - 5th, through the use of an additional enrichment science program. Vertical planning time will be provided to ensure consistency and collaboration between all grades and will include science enrichment. Students that are performing in the bottom quartile will attend additional ELA instruction, and be placed in focused small groups during time provided in the master schedule. Data will be monitored to ensure that students are making progress and provided appropriate instruction.

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.

Monthly meetings will be used to provide time for data reviews to rework small group and evaluate first instruction. Writing PD for grades 2-5 will be a continuance from the previous year and will create consistency throughout the school. Weekly PLCs along with book studies provide ongoing PD for teachers as they analyze data. PD from reading coaches will provide support individually for new teachers and those that need additional support with the new reading curriculum.

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

After school programs will help to support ELA in 1st and 2nd to minimize gaps, and math 3-5 after school will help close gaps from COVID absence and improve overall academic average and learning gains on FSA. Additional instructional time will be provided in ELA to bottom quartile students during enrichment. Small group instruction time is in the master schedule across all grades. This will also be a time to differentiate instruction for students at all levels.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: ELA proficiency was 50% in 2019 and decreased to 46% in 2021. COVID has caused a large gap in student's education. Students need additional time and practice to gain reading skills that were lost or missed. Gains in ELA support all other areas of the curriculum.

Measurable Outcome: ELA proficiency was 46% and we will increase it to 53%, which will be 3 percentage points beyond where we left off the last year we tested. The overall growth will carry over to our subgroups.

Monitoring: Small groups will be monitored at all grade levels. Overall grades will be monitored for growth and groups will be adjusted as data is analyzed. Additional instruction will provided and will be assessed.

Person responsible for monitoring outcome: Robin Jones (jonesr@hendry-schools.net)

Evidence-based Strategy: Students are placed in small groups based on reading skill deficits from a baseline diagnostic. Students scoring a 1 on FSA will have additional ELA instruction time 3 days a week. This will be focused on reading comprehension, vocabulary, and building fluency in grades 4 and 5. Lower grades will also be included in small group instruction.

Rationale for Evidence-based Strategy: If students are targeted based on skill deficit, it will close ELA gaps and increase proficiency for reading.

Action Steps to Implement

1. The master schedule will have set times for small group instruction at all grade levels.
2. iReady and STAR will be used to assess deficits and group students appropriately.
3. Standards focused lessons will be used provide rigorous instruction.
4. Students data will be tracked for progress and they will regroup students based on data.
5. PLC book study will strengthen team work and provide a work structure.
6. Students in our BQ will have an additional small group instruction time in ELA.

Person Responsible: Robin Jones (jonesr@hendry-schools.net)

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Our students with disabilities learning gains and proficiency rate subgroup was below the federal index.

Measurable Outcome: We expected to increase proficiency and growth in our SWD subgroup to meet the federal index guidelines. In 2019 students scored 38% and the expected increase is 3%, to 41% for the coming year.

Monitoring: Regular assessments will be used to monitor SWD as our subgroup. They will be in differentiated small group instruction and provided an opportunity to attend an after school program targeting the skills they lack.

Person responsible for monitoring outcome: Robin Jones (jonesr@hendry-schools.net)

Evidence-based Strategy: Evidence based materials will be used for instruction as students are assessed for academic gaps. Targeted instruction for SWD students will help to close gaps based on individual need. They will work in small groups and be monitored for progress in those specific skill areas. These groups will be fluid and adjusted as students grow academically.

Rationale for Evidence-based Strategy: This subgroup needs targeted and skill specific instruction to increase proficiency. It needs to be monitored closely so instruction can be adjusted as needed.

Action Steps to Implement

1. SWD students will be eligible and invited to our after school program
2. ESE teachers will ensure they are supporting these students in the classroom, as they work along side their peers.
3. Attendance, peer integration, and goals will be monitored through data collection.
4. Meetings with ESE teachers to review student progress will happen monthly, or more frequently when necessary.
5. Students will receive an at home packet to provide parents support materials.
6. PD will be provided to paras and teachers on support materials to ensure fidelity of materials used.
7. Additional ELA instruction time will be allotted to work on foundational skills.

Person Responsible Robin Jones (jonesr@hendry-schools.net)

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Our scores in this area have not grown as much as expected over the years. With all of the emphasis on ELA, it has not become the priority it deserves. This lack of focus has caused little true growth. These proficiency levels should be much higher.

Measurable Outcome: Our math proficiency rates are expected to increase from 49% proficient to 55%. This will effect our learning gains and increase rates for SWD.

Monitoring: Three overall assessments will be evaluated for growth throughout the year, as well as, bi-monthly assessments of targeted instruction. Instruction will be adjusted if the desired results are not reaching our expected goals. Groups will be adjusted based on student progress.

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy: A baseline assessment of skills will be used to assist in grouping students into small groups for instruction. This targeted instruction will provide the instruction needed to help close academic gaps in math.

Rationale for Evidence-based Strategy: IReady diagnostics will be used to monitor grade level growth and from there we will target skills that students are lacking.

Action Steps to Implement

1. After school program will provide math skills for students in grades 3-5 to close learning gaps.
2. Foundation math skills PD will be provided for K-2 teachers to help prevent gaps from forming.
3. Parent night math opportunity will help parents understand how to support instruction in the classroom.
4. Vertical planning for math in grades K-5 will help create consistent expectations and common vocabulary.

Person Responsible Robin Jones (jonesr@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.

We will work to lower our out of school suspensions. By adding more layers of interventions and support, we should see a decrease. Using the Leader in Me program to support leadership growth in all of our students, will develop the culture and provide more peer support for students. A mentor program is implemented for students that have a high frequency of referrals, low performing grades, and attendance issues. This intervention increases self-esteem and builds relationships with adults and peers. The school administrative team will review discipline data throughout the year and make adjustments as they arise. Teachers will implement a reflection sheet to students and keep in contact with parents to build relationships. These steps are used to prevent behaviors and help to keep them from escalating to the point of suspension.

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.

Leader in Me is an ongoing initiative that promotes student leadership and school-wide staff involvement to develop the whole child. It holds students accountable for their own academic growth, social awareness, and personal leadership development. It also incorporates community stakeholders to become involved in school-wide programs and service projects aimed at community improvement. Teachers will meet weekly to discuss student data, weekly instruction, and academic goals. School safety meetings will be held each month with our threat assessment team, which includes our SRO, to discuss improving safety and culture of our campus.

Teacher recruitment and professional development of new teachers will be based on need, but we will continue to maintain bi-weekly meetings with new teachers to make sure they have what they need to be successful. Conferences and programs will be presented at various times to accommodate parents work schedules and allow them the opportunity to have equal access to the school resources. Monthly PTO meetings invite parents to come in and celebrate our student of the month, as well as, receive information about the ongoing expectations for students.

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

Due to COVID our volunteer program has been on stand-by. Our ability to have parents and other stakeholders on campus has been limited. We hold a yearly spaghetti dinner in partnership with the local Rotary Club. They also provide dictionaries to our 3rd grade students each year. Monthly PTO meetings encourage participation with parents. This is also a time to give parents valuable educational information by grade level. A leadership day will be open to community leaders and other school leaders. This will showcase leadership activities that students are involved in throughout the community and on campus. Local daycare groups bring in our incoming kindergarten students for an open house in the spring to visit kindergarten and participate in some on campus activities. We hold 2 kinder round-ups for incoming parents and students in the spring and summer. The local McD's provides incentive certificates for students with good grades and perfect attendance.