Central Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Central Elementary School

1000 S DEANE DUFF AVE, Clewiston, FL 33440

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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. Committed to Excellence for Success!

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
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
Lewis, Vaushea	Teacher, K-12	a. Lead Grade Group weekly meeting (Agenda & Notes) b. Collect Weekly iReady data for board and turn into Mrs. Carter by Friday afternoon. c. Delegate representation for meetings (PTO & SAC) d. Provide sub/discipline folder of work for their grade e. Mentoring new teachers
Atkinson, Kelli	Teacher, K-12	a. Lead Grade Group weekly meeting (Agenda & Notes) b. Collect Weekly iReady data for board and turn into Mrs. Carter by Friday afternoon. c. Delegate representation for meetings (PTO & SAC) d. Provide sub/discipline folder of work for their grade e. Mentoring new teachers
Chevalier, Valerie	Teacher, K-12	a. Lead Grade Group weekly meeting (Agenda & Notes) b. Collect Weekly iReady data for board and turn into Mrs. Carter by Friday afternoon. c. Delegate representation for meetings (PTO & SAC) d. Provide sub/discipline folder of work for their grade e. Mentoring new teachers
Wheeler, Syreeta	Teacher, K-12	a. Lead Grade Group weekly meeting (Agenda & Notes) b. Collect Weekly iReady data for board and turn into Mrs. Carter by Friday afternoon. c. Delegate representation for meetings (PTO & SAC) d. Provide sub/discipline folder of work for their grade e. Mentoring new teachers
Barnes, Brooke	Teacher, K-12	a. Lead Grade Group weekly meeting (Agenda & Notes) b. Collect Weekly iReady data for board and turn into Mrs. Carter by Friday afternoon. c. Delegate representation for meetings (PTO & SAC) d. Provide sub/discipline folder of work for their grade e. Mentoring new teachers
Crawford, Monica	Teacher, K-12	a. Lead Grade Group weekly meeting (Agenda & Notes) b. Collect Weekly iReady data for board and turn into Mrs. Carter by Friday afternoon. c. Delegate representation for meetings (PTO & SAC)

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

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

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, AVID All Star students of the month for each class, monthly perfect attendance, PBIS incentives, and multiple events throughout the school year to participate in.

Teachers provide incentives within their classrooms to their classroom students for their growth and success throughout the school year.

Our PTO rewards our students throughout the year with fun family events and an end of the year Water Day for all students.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Utilizing the goals set for 2023-2024, as the Administrators, Reading Coach, & Leadership team will utilize the state's FAST Progress Monitoring results and implement interventions through Small Group Instruction within the classrooms and implementing the RTI/MTSS interventions for those students who are 2 years or more below grade level.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	81%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	31	25	23	24	18	11	0	0	0	132
One or more suspensions	2	2	2	6	2	11	0	0	0	25
Course failure in English Language Arts (ELA)	10	8	9	5	0	9	0	0	0	41
Course failure in Math	3	5	6	7	2	9	0	0	0	32
Level 1 on statewide ELA assessment	0	0	0	6	16	14	0	0	0	36
Level 1 on statewide Math assessment	0	0	0	5	9	12	0	0	0	26
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	8	0	4	13	12	0	0	0	37
	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	11	11	7	13	7	15	0	0	0	64

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	14	43	23	24	18	15	0	0	0	137
One or more suspensions	1	1	4	3	4	9	0	0	0	22
Course failure in ELA	0	10	5	7	7	1	0	0	0	30
Course failure in Math	0	6	3	7	8	6	0	0	0	30
Level 1 on statewide ELA assessment	0	0	0	4	14	13	0	0	0	31
Level 1 on statewide Math assessment	0	0	0	3	8	13	0	0	0	24
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	14	43	23	24	18	15	0	0	0	137
One or more suspensions	1	1	4	3	4	9	0	0	0	22
Course failure in ELA	0	10	5	7	7	1	0	0	0	30
Course failure in Math	0	6	3	7	8	6	0	0	0	30
Level 1 on statewide ELA assessment	0	0	0	4	14	13	0	0	0	31
Level 1 on statewide Math assessment	0	0	0	3	8	13	0	0	0	24
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	46	42	53	52	46	56	45		
ELA Learning Gains				65			53		
ELA Lowest 25th Percentile				66			55		
Math Achievement*	59	50	59	68	49	50	58		
Math Learning Gains				74			56		
Math Lowest 25th Percentile				65			45		
Science Achievement*	43	43	54	48	53	59	47		
Social Studies Achievement*					61	64			
Middle School Acceleration					59	52			
Graduation Rate					40	50			
College and Career Acceleration						80			
ELP Progress	58	53	59	67			48		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	254
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	505
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	23	Yes	1	1
ELL	42			
AMI				
ASN				
BLK	38	Yes	1	
HSP	53			
MUL				
PAC				
WHT	56			
FRL	47			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	52			
ELL	59			
AMI				
ASN				
BLK	55			
HSP	63			
MUL				
PAC				
WHT	61			
FRL	62			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	46			59			43					58
SWD	14			28							4	36
ELL	33			50			25				4	58
AMI												
ASN												
BLK	35			42			35				4	
HSP	48			59			44				5	61
MUL												
PAC												
WHT	54			80							4	50
FRL	41			55			35				5	59

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	52	65	66	68	74	65	48					67
SWD	27	56	60	30	65	75						
ELL	49	60		65	75		40					67
AMI												
ASN												
BLK	32	63	67	47	71	67	41					
HSP	60	68	60	72	71	60	56					59
MUL												
PAC												
WHT	53	47		81	89		33					
FRL	51	65	68	64	70	66	45					64

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	45	53	55	58	56	45	47					48
SWD	21	54		36	62		58					
ELL	36	60	58	49	67	67	46					48
AMI												
ASN												
BLK	40	33		45	33		17					
HSP	44	56	63	61	59	56	46					51
MUL												
PAC												
WHT	57	70		60	70		90					
FRL	41	52	53	56	54	44	40					46

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	41%	41%	0%	54%	-13%
04	2023 - Spring	51%	43%	8%	58%	-7%
03	2023 - Spring	42%	36%	6%	50%	-8%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	65%	37%	28%	59%	6%
04	2023 - Spring	59%	45%	14%	61%	-2%
05	2023 - Spring	50%	35%	15%	55%	-5%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	41%	31%	10%	51%	-10%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

Last year's data that showed the lowest performance at CES was our 5th grade Science and ELA proficiency. We had multiple students who missed being proficient by 1 or 2 points in ELA. Motivation from our 5th graders and our 5th grade teachers were not present this past school year. I believe our teachers were overwhelmed and they struggled working as a team. Another trend that was the cause of some of our students' low scores was the vast number of new incoming students throughout the year who were low performing and the majority of them were non-english speakers. Students who were are lowest quartile students, those who had excessive absences, and those who had numerous disciplinary issues were our lowest performing students.

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

Our greatest decline at CES from the prior year was our MATH proficiency in 4th and 5th grades. Our students did show growth from the beginning of the year, but compared to last year's proficiency scores 4th decreased 9% and 5th grade decreased 14%. The factors that contributed to this decline of proficiency in Math were Florida's new standards, new curriculum, students excessive absences, and those who had numerous disciplinary issues were our lowest performing students. Again, I believe the

lack of motivation from students and some teachers as well as teamwork in our 5th grade contributed to the students low performance.

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

Our ELA scores in 3rd & 5th grades had the greatest gap when compared to the state average. Our 3rd grade students progressed throughout the year in ELA and on Progress Monitoring throughout the year. Our last iReady ELA Diagnostic results were the highest we have ever had. According to Diagnostic data in the Spring of 2023, 76% of our 3rd graders achieved on grade level rating. We were completely surprised when our scores for 3rd grade were reported at 42% and our 5th grade reported at 42% as well. Again, I feel like our 5th grade students lacked motivation and relationship bulding from our teachers with our students.

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

None of the components showed improvement from last year with proficiency. We have always showed a higher percentage of growth rather than proficiency; but proficiency only this year was not successful for CES. In the past years our school has held Math and Science BootCamps to review before State testing for our students; but this year the interest and commitment from the students was not present, so we did not hold it for our students. Also, this is the first year our students have assessed online and not paper/pencil.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

From our EWS data, our 5th graders had the largest number of students who had 2 or more of the indicators. We have planned on departmentalizing our 5th grade next year and really work on encouraging and motivating our students to be at school everyday all day and to also work on social emotional behaviors to assist them with their learning goals and preparing them for middle school. If students are at school and aren't being sent out of class for behavior issues, they are able to learn by remaining in class.

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

1. ACADEMIC IMPROVEMENT:
a. Student growth from ALL students.
b. Utilizing best practices, resources, and rigorous instruction ALL the time!
c. Accountability for ALL students, staff, & parents!
2. CONNECTIONS/RELATIONSHIPS:
a. Make positive phone calls to each of your students' parents each semester.
b. Having a Parent Rally at the beginning of the school year.
c. Incorporate Parent Data Days and Volunteer opportunities for all of our students' parents.
3. ATTENDANCE:
a. 90% of our students will attend school each day of the school year.
b. 90% of our staff will attend school each day of the school year.
c. Students, Teachers, and Staff will be on time and not leave early from school everyday!

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 as well as close the gap for those students who are not on grade level.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

FAST ELA Proficiency will go from 45% to AT LEAST 52% and students will make 65% Learning Gains. Students in L25 will make 65% Learning Gains.
FAST MATH Proficiency will go from 58% to 68% and students will make 75% Learning Gains. Students in L25 will make 65% Learning Gains.

Students (K-5th Grade) will show proficiency in ELA & MATH on iReady Diagnostic #3 at the end of the school year. Also, on FCAT Science our 5th grade students will show proficiency and/or above.

KINDERGARTEN: ELA - 91% MATH - 84%
1ST GRADE: ELA - 63% MATH - 65%
2ND GRADE: ELA - 69% MATH - 74%
3RD GRADE: ELA - 68% MATH - 65%
4TH GRADE: ELA - 54% MATH - 75%
5TH GRADE: ELA - 50% MATH - 61% SCIENCE - @ least 52% on FCAT

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Throughout the year in ELA our staff will analyze iReady Diagnostics, Standards Mastery, Benchmark Unit Assessments, and FAST Progress Monitoring data to determine students' strengths and deficiencies. Also, Diagnostic 3 and Fast Progress Monitoring 3 we will use to measure the students' growth and proficiency for the school year. Teachers and Administrators will monitor the students' performance and continue to have data chats with their students. Our administration team will meet 3-4 times a month to discuss progress and data with the grade level teachers from each assessment. As a school we assist our students set individual goals, class goals, and grade level goals, and school goals to monitor their growth throughout the year and to help motivate the students to do their very best!

Person responsible for monitoring outcome:
Melissa Carter (carterme@hendry-schools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Small group lesson plans will be checked on a regular basis, teachers will continue to turn in their iReady reports weekly to Admin., Standard Mastery and/or Unit assessments will be monitored as well. Our Diagnostic assessments throughout the year definitely are monitored throughout the school year to determine students' placement in small groups and RTI groups to address individual deficiencies for each student. As for accountability of teachers and support staff the Administrators and Reading Coach have been designated 2 grade levels each to work more closely with when planning, looking at data, and accountability of teachers.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Students deficits need to be addressed individually to help each student close the gap or be on grade level. We utilize all support staff to differentiate instruction to meet each student's needs. After our Diagnostic assessments we create and re-evaluate out schools' strengths and weaknesses and plan accordingly for what we feel is our area that needs the most growth. Various evidence-based resources are utilized during small groups to meet the needs of ALL of our students. Examples: iReady, Accelerated Reading, Benchmark Advanced, Secret Stories, etc.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#2. Positive Culture and Environment specifically relating to Teacher Attendance

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

We have a high number of absences from teachers and staff. If being at school everyday; all day is not a priority for the staff then how can we expect attendance be a priority for our students. Students are not being offered the best instruction if the teacher is not present.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We will be keeping data weekly on our attendance numbers and sharing with the school. The grade level with the highest attendance percentage will be announced and rewarded at the end of each month. We will also continue to reward those classes when they have all students present at school for 17 days (the class will spell out PERFECT ATTENDANCE). When we set our 9-week academic goals, we will also add in an attendance goal.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Attendance will be tracked and analyzed more frequently. This is a topic we will discuss with our faculty and staff weekly and monitor those students together and make contact with parents when absences become excessive. Students will keep a data sheet on their personal attendance and we will also speak to our students and staff and share our Goal for attendance with them on a regular basis.

Person responsible for monitoring outcome:

Melissa Carter (carterme@hendry-schools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

If both teachers and students make coming to school daily a priority; teachers can teach and students will learn!
Being at school daily will help increase the proficiency rate of our students on a daily basis! If we do not hold our staff accountable for being at work daily we are not setting a good example for our students' future!

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- ◦ The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- ◦ The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- ◦ Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

For whole group instruction we will continue the rigor of our Benchmark curriculum while continuing to incorporate AVID student engagement & writing activities. Teachers are also utilizing UFLI for Phonics Instruction due to our data from last year for K-2. Each class also recieves Small Group instruction 45-60 minutes a day with a support staff to provide differentiated instruction to ALL Students. Those students who are in RTI/MTSS are also provided with Intensive Intervention groups (MTSS/RTI) each morning with support staff.
Our data from 2022-2023 iReady end of the school year for students proficiency was:
Kdg: 92% on grade level
1st Grade: 67% on grade level
2nd Grade:70% on grade level

Grades 3-5: Instructional Practice specifically related to Reading/ELA

For whole group instruction we will continue the rigor of our Benchmark curriculum while continuing to incorporate AVID student engagement & writing activities. Each class also recieves Small Group instruction 60 minutes a day with a support staff to provide differentiated instruction to ALL students as well as an added 30 minutes of assistance from a support staff to assist depending on the needs of the classroom. Those students who are in RTI/MTSS are also provided with Intensive Intervention groups (MTSS/RTI) each morning with support staff.
Our data from 2022-2023 ELA iReady end of the school year for students proficiency was:
3rd Grade: 77% on grade level
4th Grade: 47% on grade level
5th Grade: 48% on grade level

Our data from 2022-2023 ELA FAST end of the school year for students proficiency was 47$ as a schhol.
3rd Grade: 42% on grade level
4th Grade: 51% on grade level
5th Grade: 42% on grade level

Measurable Outcomes
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

Our end of the year iReady data for the 2022-2023 school year of students who were on grade level in ELA was:
Kdg. - 92%
1st Grade - 69%
2nd Grade - 70%
3rd Grade - 77%

For this school year, utilizing iReady we would like for the following percentages of our students to be on grade level in ELA:
Kdg. - 85% or higher
1st Grade - 65% or higher
2nd Grade - 73% or higher
3rd Grade - 70% or higher

Grades 3-5 Measurable Outcomes

Our end of the year iReady data for the 2022-2023 school year of students who were on grade level in ELA was:
3rd Grade - 77%
4th Grade - 48%
5th Grade - 47%

Our end of the year ELA FAST data for the 2022-2023 school year of students who were on grade level in ELA was:
3rd Grade - 42%
4th Grade - 51%
5th Grade - 42%
SCHOOL TOTAL - 45%

For this school year, utilizing iReady we would like for the following percentages of our students to be on grade level in ELA:
3rd Grade - 70% or higher

4th Grade - 55% or higher
5th Grade - 55% or higher

For this school year, utilizing FAST we would like for the following percentages of our students to be on grade level in ELA:
3rd Grade - 55% or higher
4th Grade - 51% or higher
5th Grade - 51% or higher
SCHOOL TOTAL - 52% or higher

Monitoring

Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

We will continue to use our iReady Diagnostics & Progress Monitoring as well as our FAST/STAR data throughout the school year to assess and analyze our students' progression throughout their ELA and MATH instruction. We will also monitor our students during their small group instruction and continue to implement instruction to address each student's deficits. Our 4th & 5th grade classes will be departmnetalized to assist the students and teachers to be more successful. Teachers and staff will meet with Administrators, our Reading Coach, and RTI/MTSS Coordinator. The students who are scoring two or more grade levels below will receive extra intervention in RTI/MTSS groups every morning. We are continuously mornitoring and tracking all of our students' data and prioritizing each student's needs and deficiencies.
PRIORITIES:
Rigorous Grade level whole Group Instruction - teaching with purpose
Daily ELA small group instruction for every student
RTI/MTSS Interventions for students who are scoring 2 grade levels below.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Carter, Melissa, carterme@hendry-schools.net

Evidence-based Practices/Programs

Description:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Our practices and resources we are utilizing for ELA instruction (whole group & small group) are evidence based and have helped our students show proficiency in the past. We are continuing with our

small group instruction, which has helped our students close their gaps and focus on their deficiencies. For the past 6 years, we have utilized small group instruction for both ELA and MATH and have found it beneficial to really target students' individual needs.

Rationale:
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

We are implementing AVID strategies school-wide to help with the Rigor and Engagement of student learning K-5th grades. We are also implementing UFLI Phonics for Kdg-2nd grades. Last year we piloted the program and this year we are implementing it Kdg-2nd for every child during Tier 1 instruction and possibly even during their small group intervention time as well.

Action Steps to Implement
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
PROFESSIONAL LEARNING: We will provide our teachers and support staff with PL's to assist with differentiated instruction through iReady. This will allow teachers to explore resources and best practices for utilizing iReady resources in small group and whole group instruction. We will also meet weekly with teachers whether it is on data, AVID strategies, grade level planning, iReady, or RTI/MTSS concerns. During our half day Professional Learning days we will continue to utilize this time for teachers and grade levels to analyze data and continuing to plan accordingly for ELA and MATH instruction and needs.	Carter, Melissa, carterme@hendry-schools.net
LITERACY COACHING: This year we have a Reading Coach and a MTSS/RTI Coordinator along with the Assistant Principal and Principal who are all actively participating in classroom walkthroughs and monitoring teachers' instruction in both ELA and MATH. After conducting the observations, the admin will provide feedback and suggestions for teachers. Admin is also meeting with teachers throughout the year to discuss their Goals, Growth plans,and Data for the school year to provide teachers with insight of success and deficiencies.	Carter, Melissa, carterme@hendry-schools.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Dissemination of the SIP's and the Schoolwide Plan is done by: Posting on the school website, through SAC meetings and the annual Title I Parent Meeting. A summary of the SIP in English and Spanish is provided at the annual Title I meeting for parents. SIPS are also discussed at other Parent meetings such as PTO meetings. All SIPS are finalized and board approved and are then published on the state website.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

https://www.hendry-schools.org/Domain/15

Parent and family engagement plans are created by all stakeholders at each school. Parents, teachers, leaders and community members collaborate and provide input on the implementation of the parent and family engagement plan based on the comprehensive needs assessment and surveys. These plans are also a topic on the SAC agendas and approved by the SAC committee. Goals are designed to build positive relationships between school personnel and parents. Best practices and strategies are shared with families during literary nights, or math and science nights to create a culture of engagement and improved student achievement. These best practices directly align with the district strategic plan and the schoolwide improvement plan goals. The Parent and Family Engagement plan will be posted in English and Spanish.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

Title I Resource Teachers and Paras to provide extra support. Programs purchased such as iReady, Nearpod, Brainpop, and Renaissance as supplemental interventions. Reading Coaches, Professional Development, data based or standards based planning with teachers. Our AVID program will also be utilized to implement engaing strategies for our students to be successful.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Title I provides reading resource teachers, paraprofessionals, supplemental programs and supplies, and prek programs. Title III provides a district resource teacher, dictionaries and other supplies, ellevation platform. Title II provides reading coaches, professional development - AVID, UFLI, etc., funding for standards based planning and data planning. Title V provides LIM PD and supplies. Title IX provides funding for the homeless after school program. Title I Part C (migrant) provides advocates for recruitment and advocacy, supplies for migrant students and after school tutoring for migrant students. SAI funds (now called education enrichment funds) provide after school tutoring and supplemental intervention supplies. Food service provides snacks for after school programs. School safety funds are utilized for implementation of safety teams and hardening of schools to keep all students and staff safe for the most conducive learning environment.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

We ask all of the teachers and staff to try and build strong relationships with our students and their families. If students are having hard times or seemed emotionally hurt we as a team (admin, guidance counselor, and responsible thinking para) determine if a student needs more intense counseling from a behavior therapist, mental health staff, or other district student services staff. We work really hard with our students to be a mentor/friend and to be a safe place for them to come. We work as a team to try and decide what interventions are best for each child.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

As an elementary school, we mentor our students about their future endeavors and being successful. We incorporate AVID strategies academically to guide students for their future endeavors. Another program we have implemented in the last two years is our STEM - Ag Enrichment class. This class gives students real life experiences on a weekly basis. We have our own garden where we grow our own and then harvest our crops. THis year we also taught the life cycle and had our first batch of CES chicks. We believe in giving our students as many real-world opportunities as possible.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

At CES, we utilize our PBIS program and our Flowchart to guide us with students' behaviors. We involve our students' parents as much as possible. We believe if a students is continuously having behavior problems, we have to work as a team to come up with a plan to help the student continue learning and become successful. If need be, we meet as a team and put interventions in place for what is beneficial for the needs of each individual student. We have a RTC (Responsible Thinking Classroom) that our students are able to utilize when they are having a rough day or just need a break. It is a room where students can continue working on academics or get mentoring with social/emotional struggles. If students' behaviors continue we involve the parents in trying to correct the students' behaviors and plan interventions to put into place. Suspension is the last action that is taken for serious behaviors; In-School and Out-Of school suspensions are utilized.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

In order to improve instruction and utilize data from academic assessments we have grade level PLC's, data meetings, and grade-level planning meetings. We have also incorporated half day PD days to meet with teachers about instruction implementation, curriculum and standards-based planning, examining student data, and planning interventions for RTI and MTSS for our struggling students. We do our best to create a safe, positive, loving, high expecations learning environment for our students and a safe, positive, loving, and holding high expectations for our staff. We are FAMILY at Central Elementary School and continue to push all parties to do their BEST and be SUCCESSFUL! We are "C"ommitted to "E"xcellence for "S"uccess!

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Parent meetings are held for inclusion students, and vpk students. School visits are coordinated for daycare students between elementary schools and daycare facilities. Kindergarten Roundup happens on one evening where parents receive transition strategies and best practices from prek to kindergarten. Summer packets are given to prek students to assist with the transition to kindergarten.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Small Group Instruction	$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Teacher Attendance	$0.00
		Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes