Chiefland Elementary School

2014-15 School Improvement Plan

Chiefland Elementary School

1205 NW 4TH AVE, Chiefland, FL 32626

http://chiefes.levyschools.org/r/home

School Demographics

School Type	**Title I**	**Free/Reduced Price Lunch**
Elementary	Yes	39%

Alternative/ESE Center	**Charter School**	**Minority**
No	No	28%

School Grades History

Year	**2013-14**	**2012-13**	**2011-12**	**2010-11**
Grade	D	D	C	B

School Board Approval

This plan was approved by the Levy County School Board on 10/21/2014.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. 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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	2	Wayne Green

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The staff, parents and community work together to ensure the success of all students while cultivating their dreams for tomorrow.

Provide the school's vision statement

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

CES readily acknowledges that our school population is exceptionally diverse. In order to foster a sense of community, we attempt to focus on getting to know each of our students through a variety of avenues. By utilizing parent information nights, parent family "make it take it" nights, and increased teacher/student interaction, we are trying to bridge the gap between home and school. By gaining a better understanding of our students and their background, we can better meet their needs both individually and collectively.

Describe how the school creates an environment where students feel safe and respected before, during and after school

An administrator and other staff members are visible at the bus loop and drop off area in the front of the school at the beginning and end of each day. This allows for the students to be greeted first thing in the morning upon arrival and as they exit our school. Control and supervision of the students is the responsibility of every member of the faculty and staff. The classroom teacher is responsible for maintaining order in their classroom, with assistance from administration as needed. Chiefland Elementary School is a closed campus, with visitors signing in through the front office with picture ID. Volunteer's must fill out necessary paperwork that must be signed by a Notary.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

A in-service on classroom behavior and management was provided to the faculty during the week of pre-planning. This provided teachers with strategies to increase instructional time while decreasing student behavior issues. A behavior tracking sheet was developed for teachers to use to track student behaviors and document parent communications regarding such behaviors. Classroom expectations were developed by each grade level and are posted in each classroom. These classroom expectations are in compliance with the school handbook, as well as, the district student code of conduct. School handbooks and district student code of conduct were both sent home with each student the first week of school. A discipline guideline was developed through collaboration between teachers and administration.

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

CES has two full time guidance counselors to assist with the social -emotional needs of the students through individual and group counseling with the Second Step program. Upon receiving a student referral the guidance counselor meets with the student and/or parent to assess the current needs of the student. Through the district, CES has a social worker and a behavior specialist available for additional support. Outside referrals may be addressed for extended services such as Meridian Health, Haven Hospice and MDTP of UF. If needed, the guidance counselor, PST and/or IEP team will meet to develop a behavior plan to implement in the school to home environment. All CES students attend weekly guidance classes during special area time for the development of social/ emotional and academic strategies to improve coping skills in both the school and home environment.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Written notification is sent home twice to parents regarding student's absences after they have missed 5 and 9 days. A problem solving team conference is conducted after 9 absences.
Written notifications are provided to students receiving in school or out of school suspensions and parent conferences are required before the student returns to school.
Written notifications are sent home at the end of the 2nd and 3rd nine week grading periods to parents/guardians of students that are in danger of being retained.
We utilize two data bases, Skyward and Performance Matters, to monitor all of the early warning indicators.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	39	55	22	20	26	20	182
One or more suspensions	1	10	11	12	10	22	66
Course failure in ELA or Math	0	39	22	33	29	39	162
Level 1 on statewide assessment	0	0	0	13	23	35	71

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level					Total
	1	2	3	4	5	
Students exhibiting two or more indicators	38	21	31	29	39	158

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

We have Parent/Teacher Conferences with all parents that will meet at the end of each nine week grading period.
Students that have had at least 2 of the early warning indicators (poor attendance, multiple suspensions, failing grades, or poor assessments scores) are paired with a mentor from the school starting the second nine weeks of school. These mentors meet bi-weekly with the students to build a bond with them and to talk about the indicators that are concerning to us.

Students in grades 3, 4 & 5 who have been identified as being in the lower quartile (Level 1 & 2 FCAT Achievement) and students who have a course failure receive additional support within the MTSS Response to Intervention plan. These students receive additional time with a certified teacher to review and preview grade level standards. The MTSS Response to Intervention is a fluid process that is monitored on a regular basis. The goal is to address academic issues of concern with immediate feedback in order to prevent future failure. Therefore, students may move in and out of the Tier II or Tier III services with improvement.

CES has three grade level (2nd, 4th, & 5th) models of Co-Teach ESE inclusion classes. Certified ESE teachers work with general education students as well as students that have IEP goals. In this model students are not separated from the general education population as pull out support, but rather receive scaffold instruction within the classroom. Speech and Language Specialists follow this same model and push in to support student learning rather than a pull out format.

CES faculty received training last year on using a Positive Behavior Support system (PBS). Teachers were given strategies to reinforce positive behavior. Each teacher has a behavior plan in place for all students. There is a school wide PBS plan using Indian Bucks as a reward. Students can earn Indian Bucks throughout the week and trade them in for items at the school store.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

See Parent Involvement Plan at https://app1.fldoe.org/bsa/parentInvolvementPlan/Default.aspx.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Initial support for CES is provided through the PTO and SAC with monthly meetings to inform the two organizations with academic and social data. Additional support is extended with administration and guidance counselors speaking with key community organizations such as churches, businesses, Rotary Club, Chiefland Chamber of Commerce, CFCC, Levy County School Foundation and local Veterans group to inform and update them with academic and social services provided by CES. The organizations are encouraged to volunteer and provide additional school support through programs such as tutoring, mentoring, fund raising, participation in school events, donations to the clothes closet and the Food4Kids backpack program. Current events are also extended out into the community through news releases with the local newspapers and through the school's monthly newsletter.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Thomas, Angel	Principal
Haldeman, Aaron	Assistant Principal
Gibson, Sarah	Assistant Principal
Roberts, Sandra	Instructional Coach
Crosby, Tammy	Instructional Coach
Arrington, Tammy	Teacher, K-12
Barron, Michelle	Guidance Counselor
Goeckel, Julie	Guidance Counselor
Hughes, Cindy	Teacher, K-12
Keller, Linda	Teacher, K-12
Mitchell, Jane	Teacher, K-12
Watkins, Aimee	Teacher, K-12
Weatherford, Lena	Teacher, K-12
Pomeroy, Kristin	Teacher, ESE

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The CES Leadership Team will meet monthly with the purpose of forming a cohesive team of administration, instructional support leaders and grade level teachers working together to implement a clear and strategic vision for CES. This forum will also review the effectiveness of Core Instruction (SIP goals and MTSS plan) and review the implementation and coordination of the MTSS and SIP goals. Topics of discussions may include curriculum, assessments, data analysis, resources, staffing, and necessary changes.

Roles: Each grade specific instructional member will represent their grade level team at each Leadership Team meeting. Their role is to provide input and share information with their perspective team members concerning the focus of each meeting as it relates to curriculum, professional development, or instruction.

The role of the administration (Principal and Assistant Principals') is one of active participants/leaders, to encourage communication between faculty and staff. Mrs. Thomas confers with other team members for pressing issues of concern and makes all final decisions for topics to be discussed. The administration develops the agenda for each Leadership Team meeting.

The Reading Coach participates as an active member with a focus on curriculum, professional development and implementation of LAFS using researched based strategies in order to meet the SIP goals.

The RtI specialist participates as an active member with a focus on implementation and progress monitoring of the MTSS plan thus ensuring the fluidity of the support systems.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

CES created a Problem Solving Team to take the key leadership role in the MTSS process. The team members are Tammy Crosby (RtI specialist), Sandra Roberts (Reading Coach), Michelle Barron, Julie Goeckel (Guidance Counselors), and the CES instructional staff involved with individual students. Monthly Problem Solving Team (PST) meetings are held to review and discuss individual student progress. The MTSS is a fluid system of intervening and monitoring for students based on individual student needs which have been identified by the classroom teacher. Specific feedback in regard to individual student performance within the support system is provided to teachers and parents.

Tier I: Core Instruction and its effectiveness for all students is the focus of Tier I. It includes all students in a 120 minute block for English/Language Arts and 60 minutes block for Mathematics. Differentiated instruction is a part of Tier I Core instruction. All students participate in progress monitoring assessments three times per year using FAIR, as well as outcome assessments SAT-10 and FCAT.

Tier II: Students who are not successful in Tier I, and have been provided general interventions through differentiated instruction and continue to show a gap in learning between them and their grade level peers and the expected benchmark receive an additional 30 minutes of small group instruction. Progress is monitored on a consistent basis of every 10 days using both formal and informal assessments.

Tier III: This is the highest level of intervention and includes an additional 70 minutes of instruction beyond the Tier I classroom. Highly qualified instructors are used to serve the students at the Tier III level. Individual student progress is monitored every 5 days using formal and informal assessments.

Staffing and funding: MTSS staff is made up of instructional staff, Para-professionals, special area teachers, and OPS (Other Personnel Services) positions.

Teacher Support System- The PST team serves as teacher support ,as well as, ongoing professional development and one-on-one coaching.

District differentiated school support - The district utilizes an MTSS model to determine levels of school support. CES is identified as a Tier 3 school. Four district staff are assigned to work along side administration and teachers.

Title I, Part A: Services are provided to ensure students requiring additional remediation are assisted through after-school programs. The school ensures the use of Title I, Part A funds are used in school wide programs for the benefit of all students and subgroups. The school uses the Comprehensive Needs Assessment process in the spring to determine the needs and budget for the upcoming year. Once FCAT scores are released, the administration and staff review the decisions made in the spring to determine what changes, if any, need to be made to assist student's academic achievement. The district coordinates Title II and Title III funds to ensure staff development needs are provided.

Title I, Part C Migrant: The Migrant Liaison provides services and support to student and parents. The Liaison coordinates with Title I and other programs to ensure student needs are met.

Title II: Professional development for principals and core teachers.

Title III: Services are provided through the district for education materials and (ELL) district support services to improve the education of immigrant and English Language Learners.

Title X Homeless: The district social worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Nutrition Programs: The district provides a Wellness Plan that guides the school in developing their Wellness Plan. The District provides universal breakfast and lunch.

Head Start: The school supports a Head Start program by providing space and services.

School Advisory Council (SAC)

Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Michelle Barron	Teacher
Kari Bastow	Parent
Rebecca Brooks	Parent
Miriam Davis	Education Support Employee
Pamella Hatch	Teacher
Nina Hudson	Parent
Rebecca Lloyd	Teacher
Linda McElroy	Parent
Sandi McGee	Parent
Shanele McNeil	Parent
Darlene Pearce	Business/Community
David Renaud	Business/Community
Sandra Roberts	Teacher
Lynne Stockman	Parent
Bob Williams	Business/Community
Kelli Wilson	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

A copy of the School Improvement Plan was passed out and explained at a SAC meeting. SAC members were given the opportunity to ask questions and provide input. Questions were asked and answers were explained to the SAC members. However, no changes were needed based on the discussions that took place.

Development of this school improvement plan

The Data from the 2013-2014 school year was reviewed along with the School Improvement Plan from last year. A determination was made as to whether the activities and strategies that were utilized were effective or not. Part of the leadership team went to a Step Zero workshop presented by the DA Regional Team where we were able to further break down last year's data including the early warning indicators. The information from that workshop was then brought back and reviewed with the entire leadership team. A goal and strategies were decided upon. Next, steps include getting further input from the SAC and School Board Approval.

Preparation of the school's annual budget and plan

Input from district team, SAC, lead team, finance department to develop an annual budget which includes the process to identify areas of greatest need. Resources are allocated based on input from the above groups.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

N/A

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Thomas, Angel	Principal
Haldeman, Aaron	Assistant Principal
Gibson, Sarah	Assistant Principal
Crosby, Tammy	Instructional Coach
Roberts, Sandra	Instructional Coach
Arrington, Tammy	Teacher, K-12
Barron, Michelle	Guidance Counselor
Goeckel, Julie	Guidance Counselor
Hughes, Cindy	Teacher, K-12
Keller, Linda	Teacher, K-12
Mitchell, Jane	Teacher, K-12
Watkins, Aimee	Teacher, K-12
Weatherford, Lena	Teacher, K-12
Pomeroy, Kristin	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the LLT will be to ensure school wide implementation with fidelity of adopted programs/curriculum including Core Connections, Reading Street, I-Ready and Go Math, discuss and promote the use of high yield effective teaching strategies that include writing across the curriculum, higher order thinking/questioning, distributive summarizing, graphic organizers, and advanced organizers and to promote Literacy Week in January.

Public and Collaborative Teaching
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Administration will have an open door policy to allow for open communication regarding work related issues from faculty and staff members to freely express themselves in a professional manner. Working together as a team, providing mutual respect to coworkers and compromising for the greater good for student success will be modeled by Lead Team members. Weekly grade level team meetings will be attended by teachers and administration to collaborate on weekly plans. Exercise groups have been formed after school by teachers, administrators and other staff members allowing opportunities for each to encourage the other and build personal relationships while promoting good health.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Our school will rely on information provided to the district office from FLDOE regarding vacancy information within and outside the state of Florida. We will also use informational and recruiting tools such as participating in job and career fairs, utilizing the internet, and networking with other local districts to recruit highly qualified, certified, effective teachers. Teachers will be provided professional development opportunities, and a teacher mentoring program will be used to help retain these teachers. The principal will be responsible for recruiting and retaining teachers.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Our teachers will be assigned mentors during their first two years of teaching. These mentors will be teachers who have shown effective instructional strategies and student progress; and they must have Clinical Educator Training. Each year we send two teachers to the Clinical Educator Training.
A teacher induction training was provided by the district for first year, second year, and Alternative Certification teachers. The emphasis was to give them insight into building classroom procedures that minimize behavior and discipline issues and make the most effective use of instructional time by designing a classroom environment that is conducive to learning.
The mentors also received training in communicating with their beginning teachers in order to help them become reflective practitioners. Mentors use a checklist of items that is reviewed each month with their beginning teacher. This ensures that teachers are provided with timely support throughout the school year. Topics are divided into the four domains based upon Charlotte Danielson's work, which is our evaluation system.
Those teachers whose final evaluation indicate the need for additional support in specific areas will be assigned a mentor.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Levy county schools adopted Scott Foresman Reading Street Curriculum for reading. Reading Street is one of the Florida approved state adopted reading curricula. It includes a multi-tiered approach and is correlated and aligned to the Language Arts Florida Standards. Reading Street has a balanced approach of fiction and non fiction, includes complex texts, topics that build content knowledge, incorporates writing activities, uses researched based high yield reading strategies (Close Reading), and includes a complete assessment package in order to screen, progress monitor (formative) and assess summative measures.
The district also adopted a state approved math curriculum. Teachers were provided professional development on the new Go Math series.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The teachers use the data provided through Performance Matters to determine differentiated instruction in the classrooms. Grade level data chats will be conducted throughout the school year to discuss improvements or concerns based on progress monitoring tools such as FAIR 3-5, formative

assessments, student work, fluency and I-Ready. Instructional aides will be scheduled in classrooms throughout the day to assist students who have been identified below proficiency levels. Professional Development has been provided to teachers to give them strategies on differentiated instruction for whole group and in centers. Low proficient students will be referred to the MTSS process to work on strategies to improve student success.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 2,400

CES provides an after-school tutoring program to students who are scoring below proficiency on FCAT in reading and mathematics. This program allows certified instructional personnel the opportunity to assist students who are struggling in specific areas of need. This will allow the school to help close the academic gaps.
The purpose of the ELP classes at CES are to accelerate and enhance learning. These classes not only include students identified as ELP but also provides a certain number of seats for those that are high achieving in their classrooms.

Strategy Rationale

The use of an extended school day program provides additional time for student practice and small group instruction with a teacher for differentiated instruction. This allows the teacher to focus on specific student needs and allows them to preview and review specific standards.
The teacher incorporates higher order thinking strategies throughout all instructional activities. These often include performance tasks that require students to synthesize, analyze, and apply concepts that they have learned.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Roberts, Sandra, roberts@levy.k12.fl.us
Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The use of built-in progress monitoring will be used for programs such as Moby Max, Reading Assistant, and I-Ready. We will also monitor progress through school assessments.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Early childhood teachers will be more involved with professional development opportunities. The administration will develop a plan to allow time for the early childhood teachers to meet with the kindergarten teachers to discuss vertical alignment and expectations. Our school administrators communicate with the local day care centers sharing our school's expectations with their staffs.

Learning strategies and activities will be sent to any parent in the community who has a four year old child providing information for the parent to use with their child prior to enrollment in our school for the following school year. Students in our VPK program will receive an explicit curriculum supplied by the district coordinator, Laura Brown. FLKRS is administered to all kindergarten students to evaluate the VPK students and determine their readiness for beginning kindergarten. This is also used as a progress monitoring tool by the program to determine the success of the "early readiness curriculum" being delivered. VPK students participate in our kindergarten "Round Up" for early screening to determine placement needs for the upcoming school year for kindergarten.

College and Career Readiness

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

CES follows instructional curriculum in all content areas that are based on College and Career Readiness strategies for elementary schools. Therefore building the foundation for students to achieve success.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

NA

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

NA

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

NA

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

[1] = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   To increase the level of rigor during instruction and classroom assignments in all core subject areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. To increase the level of rigor during instruction and classroom assignments in all core subject areas.
1a

G047913

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	68.0
AMO Reading - All Students	69.0
FCAT 2.0 Science Proficiency	60.0
FSA - Mathematics - Proficiency Rate	55.0

Resources Available to Support the Goal 2

- Professional Development provided by the state, district and school that is intended to increase teacher understanding and knowledge of content and strategies.

- District Instructional Leaders (DSS team) will be conducting classroom walk-throughs and working along side the Leadership Team to provide input about the quality of instruction and guidance on how to make improvements.

- The state regional team will provide focused support in the areas of reading and math. This will include classroom walk-throughs and follow-up with administration and lead teams.

Targeted Barriers to Achieving the Goal 3

- Maintaining long term follow through of new strategies and knowledge in the classroom after Professional Development.

Plan to Monitor Progress Toward G1. 8

Monthly Data chats with grade level teams to review current grade data, fluency data, tutoring data, and progress monitoring data.

Person Responsible
Sandra Roberts

Schedule
Monthly, from 9/10/2014 to 5/20/2015

Evidence of Completion
Skyward and Performance Matters reports

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B = Barrier**   **S** = Strategy

`1` = Problem Solving Step   🔑 `S123456` = Quick Key

G1. To increase the level of rigor during instruction and classroom assignments in all core subject areas. `1`

🔑 G047913

G1.B2 Maintaining long term follow through of new strategies and knowledge in the classroom after Professional Development. `2`

🔑 B120504

G1.B2.S1 Teacher will document use of high yield strategies used in their weekly lesson plans. `4`

🔑 S132391

Strategy Rationale

If they plan for and document the high yield strategies weekly they will be used continually in instruction throughout the school year.

Action Step 1 `5`

Lesson Plans will include evidence of high yield strategies being planned for instruction.

Person Responsible

Angel Thomas

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Lesson plans placed into drop box and feedback given about the plans through email.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Drop Box and Email

Person Responsible

Angel Thomas

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Lesson Plans will be placed into Drop Box and reviewed by administration weekly. Feedback on those plans will be given through email weekly as well.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Administration will be walking through classroom looking for high yield strategies being used during instruction.

Person Responsible

Angel Thomas

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Google sheets, CWTs, informal observation sheets, and formal observation evidence.

G1.B2.S2 Administration will walk through all classrooms weekly and be looking for use of high yield strategies in alignment with Florida Standards during instruction and evidence of strategies learned during Professional Development. 4

Strategy Rationale

🔑 S132395

Administration will be looking for the use of high yield strategies and to see if they are being used effectively. Administration will follow-up with feed back to teachers as deemed appropriate.

Action Step 1 5

Administration will be continually visible in the classrooms during instruction time to monitor the use of and effectiveness of rigorous strategies.

Person Responsible

Angel Thomas

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

A google spread sheet with all the teacher's names has been shared with all 3 administrators. As administrators visit classrooms dates, times, and initials are logged to ensure that all classrooms are visited and monitored. Classroom walk-thru data, informal observations sheets, and formal observation evidence is collected to monitor feedback given to teachers. All 3 administrators are responsible: Angel Thomas, Aaron Haldeman, and Sarah Gibson. DSS team will also conduct walk-throughs and provide feedback to administration.

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

The administrators will monitor each other and work together to ensure its fidelity.

Person Responsible

Angel Thomas

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

The google spread sheet, CWTs, informal observation sheets, and formal observation evidence.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 `7`

Classroom and grade level data including progress monitoring assessments, student work and grades.

Person Responsible

Angel Thomas

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Throughout the school year we will see an increase on student performance on the assessments listed above.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1	Lesson Plans will include evidence of high yield strategies being planned for instruction.	Thomas, Angel	8/25/2014	Lesson plans placed into drop box and feedback given about the plans through email.	5/29/2015 weekly
G1.B2.S2.A1	Administration will be continually visible in the classrooms during instruction time to monitor the use of and effectiveness of rigorous strategies.	Thomas, Angel	8/18/2014	A google spread sheet with all the teacher's names has been shared with all 3 administrators. As administrators visit classrooms dates, times, and initials are logged to ensure that all classrooms are visited and monitored. Classroom walk-thru data, informal observations sheets, and formal observation evidence is collected to monitor feedback given to teachers. All 3 administrators are responsible: Angel Thomas, Aaron Haldeman, and Sarah Gibson. DSS team will also conduct walk-throughs and provide feedback to administration.	6/5/2015 weekly
G1.MA1	Monthly Data chats with grade level teams to review current grade data, fluency data, tutoring data, and progress monitoring data.	Roberts, Sandra	9/10/2014	Skyward and Performance Matters reports	5/20/2015 monthly
G1.B2.S1.MA1	Administration will be walking through classroom looking for high yield strategies being used during instruction.	Thomas, Angel	8/25/2014	Google sheets, CWTs, informal observation sheets, and formal observation evidence.	5/29/2015 weekly
G1.B2.S1.MA1	Drop Box and Email	Thomas, Angel	8/25/2014	Lesson Plans will be placed into Drop Box and reviewed by administration weekly. Feedback on those plans will be given through email weekly as well.	5/29/2015 weekly
G1.B2.S2.MA1	Classroom and grade level data including progress monitoring assessments, student work and grades.	Thomas, Angel	8/18/2014	Throughout the school year we will see an increase on student performance on the assessments listed above.	6/5/2015 monthly
G1.B2.S2.MA1	The administrators will monitor each other and work together to ensure its fidelity.	Thomas, Angel	8/18/2014	The google spread sheet, CWTs, informal observation sheets, and formal observation evidence.	6/5/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportuntities

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

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.