

School Board of Levy County

Chiefland Elementary School



2016-17 School Improvement Plan

Chiefland Elementary School

1205 NW 4TH AVE, Chiefland, FL 32626

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	24%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	D	D

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Levy County School Board on 10/25/2016.

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 a monitoring status of "Former F" (see page 4). 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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	22
Appendix 2: Professional Development and Technical Assistance Outlines	23
Professional Development Opportunities	23
Technical Assistance Items	24
Appendix 3: Budget to Support Goals	24

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Chiefland Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Wayne Green	Not In DA - None

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. Provide the school's vision statement

We will be known forever by the tracks we leave.

2. School Environment

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

CES acknowledges that we have a diverse school population. In order to foster a sense of community, we attempt to focus on the culture of our students through a variety of avenues. By utilizing parent information nights, community involvement nights, ESOL nights and increased teacher/student interaction, we are trying to bridge the gap between home and school. Throughout the year we host various luncheons that welcome families into our school. By gaining a better understanding of our students and their backgrounds, we can better meet their needs both individually and collectively. For parents who are unable to come to our events, we send information home with students, share it on our website and through social media.

b. 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. We also conduct a variety of drill including bus evacuation, fire drills and lock downs. 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. Character education is addressed through the PBS program and teachers highlight a character trait each month.

c. 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 training on classroom behaviors was facilitated by Mrs. Redd. Teachers have an understanding of the types of behaviors that should be handled at the classroom level and which ones should be escalated to the office. Minor behaviors are documented and turned in to the behavior specialist for data tracking purposes. Major incidents are immediately referred to the office by the teacher. An administrator will pick the student up and the teacher will give a referral for the behavior, which will include previous interventions. Teachers are encouraged to have "cool down" areas in their classrooms where students can de-escalate without leaving the instructional environment. Behavior 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.

d. 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 a full time guidance counselor 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 for guidance services from a staff member, our 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 and 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.

3. 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).

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

Written notifications are 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. PST meetings are held monthly where early warning indicator data are reviewed. PST meetings are held with grade level teachers, administration, and guidance present. Students are tracked and the interventions are determined. Data is collected and progress is monitored.

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	49	22	39	41	28	25	0	0	0	0	0	0	0	204
One or more suspensions	4	2	2	12	12	12	0	0	0	0	0	0	0	44
Course failure in ELA or Math	0	17	21	35	20	44	0	0	0	0	0	0	0	137
Level 1 on statewide assessment	0	0	0	68	73	56	0	0	0	0	0	0	0	197

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	48	28	50	61	72	85	0	0	0	0	0	0	0	344

c. 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. We offer the option to conference at night two times per year in order to enable all parents to participate.

All students K-5 who have been identified as being in the lower quartile (Level 1 & 2 FSA Achievement) and students who have a course failure receive additional support within the MTSS Response to Intervention plan. The MTSS Response to Intervention is a fluid process that is monitored every 20 school days. 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.

Students identified in the EWS and/or brought up at a PST meeting, more frequent parent conferences will be scheduled as interventions are implemented and progress is monitored. Guidance and Social Worker will implement home visits and more frequent parent communication as part of PST interventions.

CES has models of Co-Teach ESE inclusion classes in grade levels 2nd through 5th. 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 scaffolded 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.

There is a school wide PBS plan using Indian Bucks as a reward. Students can earn Indian Bucks throughout the week for both behavior and academic performance. Students trade them in for items at the school store.

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

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

2. 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 share and discuss academic and socioeconomic data. We provide notice of meetings well in advance and through multiple means of communication. Parents are able to provide feedback and suggestions during this time. Parents will also fill out an exit survey for school events to collect their input and suggestions for future events. We have made an intentional effort to increase communication and post copies of all plans and documents on our school website. Parent feedback is encouraged through email or phone. 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. We utilize a Facebook page for CES to share information about our school and encourage parent and community involvement. Our school has established a public relations role to promote school involvement in community events and ensure that the community is aware and invited to school events.

C. 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).

1. School Leadership Team

a. Membership

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

Name	Title
Redd, Lacy	Principal
Haldeman, Aaron	Assistant Principal
Mitchell, Jane	Teacher, K-12
Watkins, Aimee	Teacher, K-12
Allen, Clayton	Teacher, K-12
Aracena, Celeste	Teacher, K-12
Gore, Kelly	Assistant Principal
Lloyd, Becky	Teacher, K-12

b. Duties

1. 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 and review the implementation and coordination of the MTSS and SIP goals. Topics of discussions may include curriculum, assessments, data analysis, resources, staffing, school culture 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, school improvement 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. Redd 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.

2. 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 Dorie Hardee (Intervention Specialist), Amy Webber (Reading Coach), Michelle Barron (Guidance Counselor), 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.

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.

CES incorporate tutoring for students in our lowest quartile.

District Differentiated School Support - The district utilizes an MTSS model to determine levels of school support. CES is identified as a Tier 3 school. Two district staff personnel 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 FSA 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. Students utilize Reading Assistant to improve their English fluency.

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.

2. School Advisory Council (SAC)

a. 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
David Renaud	Business/Community
Lynne Stockman	Parent
Bob Williams	Business/Community
Kelli Wilson	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

The School Improvement Plan was distributed to the SAC committee. SAC members were given the opportunity to review the document 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.

b. Development of this school improvement plan

The Data from the 2015-2016 school year was reviewed along with the School Improvement Plan from last year. A determination based on staff surveys was made as to whether the activities and strategies that were utilized were effective or not. A goal and strategies was identified by leadership team based on school wide data and staff and parent surveys. Next, steps include getting further input from the SAC, peer review by the DSS (District School Support Team), and School Board Approval.

c. Preparation of the school's annual budget and plan

The budget is prepared by the principal.

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

N/A

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

No

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

The school is actively seeking new members for SAC. Specific community members and parents have been contacted directly and meeting dates and times have been changed to meet various needs. SAC meetings are advertised in the monthly newsletter as well as on social media and the marquee. SAC meetings are held in coordination with other school events to provide babysitting services for parents.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Redd, Lacy	Principal
Arrington, Tammy	Teacher, K-12
Barron, Michelle	Guidance Counselor
Keller, Linda	Teacher, K-12
Mitchell, Jane	Teacher, K-12
Watkins, Aimee	Teacher, K-12
Weatherford, Lena	Teacher, K-12
Lloyd, Becky	Teacher, K-12
Webber, Amy	Instructional Coach
Hardee, Dorie	Teacher, K-12
Aracena, Celeste	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The major initiatives of the LLT (Reading Committee) will be to ensure school wide implementation of adopted programs/curriculum including Core Connections, Reading Street, I-Ready and Go Math. The committee will 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.

The school has purchased a subscription to Storia in an effort to encourage students to read and will be offering incentives for those that choose to do so. The reading committee is working on a list of goals and incentives to go along with Storia. Teacher can implement these in the classroom.

During Literacy Week, guest speakers will be asked to read to groups of students. Students will participate in dress up days associated with books that they have chosen to read.

D. 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).

1. 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. Master schedule has been organized so that all instructional staff have a common planning time. Early release days will be utilized for both professional development and cross-grade level planning. The staff lounge in the office features a large wall calendar with all school events and meeting noted. There is also a large bulletin board with opportunities for staff to recognize one another anonymously for positive actions. Time is allotted at every faculty meeting for "star" moments where staff can present one another with stars inscribed with what they appreciate about that person. 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.

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

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.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 school district has also introduced i-Ready from Curriculum Associates as a diagnostic, intervention and instructional program. i-Ready Reading and Math instruction programs are directly correlated to the Florida LAFS and MAFS. To address phonemic awareness in kindergarten through second grade as well as intensified phonics we utilize the Horizons phonics curriculum.

The district also adopted a state approved math curriculum called Go Math from Houghton Mifflin. Teachers were provided professional development on the new Unify test item banks and how to utilize those banks to create standards based assessments. Instructional staff follow curriculum maps that are aligned to Florida's standards and many of our staff have participated in their creation and/or revision.

b. Instructional Strategies

1. 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

Administration and the reading coach regularly monitor data through Performance Matters. They hold problem solving team meeting with each grade level every six weeks. In between this time teachers are reviewing data in their weekly team meeting, which the reading coach and intervention specialist are a part of. During the weekly team meetings Tier 2 and Tier 3 students are discussed and their progress monitored. The teachers use the data provided through Performance Matters to determine differentiated instruction in the classrooms. Day to day classroom decisions on groupings and strategies are made during weekly collaborative planning time. Grade level data chats (PST meetings) will be conducted every six weeks to discuss improvements or concerns based on progress monitoring tools such as formative assessments, student work, fluency and the OPM provided in 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. Our school improvement goal of implementing UDL will include training on how to use the model for differentiation. Teachers have the opportunity to observe other teachers for models on how to differentiate instruction and use centers. Low proficient students will be referred to the MTSS process to work on strategies to improve student success.

2. 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 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.

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

Webber, Amy, amy.webber@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.

2. Student Transition and Readiness

a. 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).

1. 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 Pre-K program will receive an explicit curriculum called Little Treasures. Pre-K students are evaluated using FLKRS to determine student readiness for Kindergarten. All students are invited to our kindergarten "Round Up" for early screening to determine placement needs for the upcoming school year for kindergarten.

Outgoing cohorts include our 5th grade students transitioning to 6th grade. We support this transition by gradually introducing more independence in student activities and changing classes through the use of departmentalizing core subject areas. Towards the end of the school year we walk our 5th

grade students to the middle school for a tour of the school and a program from the administrator there on middle school expectations.

b. College and Career Readiness

1. 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 standards for elementary schools. Therefore building the foundation for students to achieve success. For the 2016-2017 school year, CES will organize and host a career fair. 5th grade science is implementing computer skills into the core curriculum to prepare students to take the digital tools certification called IC3 Spark.

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

NA

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

NA

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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 implement school-wide the use of Universal Design for Learning (UDL) framework so that all learners have access to, participate in and progress in the general education curriculum.

Strategic Goals Detail

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

G1. To implement school-wide the use of Universal Design for Learning (UDL) framework so that all learners have access to, participate in and progress in the general education curriculum. 1a

G087434

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	76.0
AMO Reading - All Students	77.0
FCAT 2.0 Science Proficiency	60.0
FSA Mathematics Achievement	55.0

Targeted Barriers to Achieving the Goal 3

- Teachers have limited knowledge of UDL.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional Development provided by the 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.
- Administration will facilitate a PLC on the UDL framework and connect it to the Danielson framework for teaching.

Plan to Monitor Progress Toward G1. 8

Grade level teams will review student data monthly.

Person Responsible

Amy Webber

Schedule

Monthly, from 9/6/2016 to 6/2/2017

Evidence of Completion

Team meeting agendas and minutes. Data spreadsheets.

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 implement school-wide the use of Universal Design for Learning (UDL) framework so that all learners have access to, participate in and progress in the general education curriculum. **1**

 G087434

G1.B1 Teachers have limited knowledge of UDL. **2**

 B232398

G1.B1.S1 Administration will provide training on the UDL framework to all faculty and staff. **4**

 S245292

Strategy Rationale

Training will increase the knowledge of the UDL framework.

Action Step 1 **5**

UDL Principles and Guidelines Training

Person Responsible

Lacy Redd

Schedule

Monthly, from 10/3/2016 to 6/2/2017

Evidence of Completion

Agendas, training materials, and sign in sheets.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Classroom walk-throughs and lesson plans

Person Responsible

Lacy Redd

Schedule

Weekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Lesson plans are dropped into Google Drive for administration to review and give feedback. Classroom walk-throughs are conducted and feedback will be given on UDL implementation.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

A pre and post test will be given on the knowledge of UDL will be given.

Person Responsible

Lacy Redd





Schedule

On 6/2/2017

Evidence of Completion

A pre-test will be given before the start of the training and a post-test will be given after.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2016					
G1.B1.S1.MA1  M330484	Classroom walk-throughs and lesson plans	Redd, Lacy	8/29/2016	Lesson plans are dropped into Google Drive for administration to review and give feedback. Classroom walk-throughs are conducted and feedback will be given on UDL implementation.	6/2/2017 weekly
G1.MA1  M330489	Grade level teams will review student data monthly.	Webber, Amy	9/6/2016	Team meeting agendas and minutes. Data spreadsheets.	6/2/2017 monthly
G1.B1.S1.MA1  M330483	A pre and post test will be given on the knowledge of UDL will be given.	Redd, Lacy	10/3/2016	A pre-test will be given before the start of the training and a post-test will be given after.	6/2/2017 one-time
G1.B1.S1.A1  A317511	UDL Principles and Guidelines Training	Redd, Lacy	10/3/2016	Agendas, training materials, and sign in sheets.	6/2/2017 monthly

V. Professional Development Opportunities

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

G1. To implement school-wide the use of Universal Design for Learning (UDL) framework so that all learners have access to, participate in and progress in the general education curriculum.

G1.B1 Teachers have limited knowledge of UDL.

G1.B1.S1 Administration will provide training on the UDL framework to all faculty and staff.

PD Opportunity 1

UDL Principles and Guidelines Training

Facilitator

Lacy Redd, Principal

Participants

All instructional staff

Schedule

Monthly, from 10/3/2016 to 6/2/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	UDL Principles and Guidelines Training	\$0.00
Total:			\$0.00