

School District of Osceola County, FL

# Central Avenue Elementary School



2015-16 School Improvement Plan

## Central Avenue Elementary School

500 W COLUMBIA AVE, Kissimmee, FL 34741

www.osceola.k12.fl.us

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Elementary	Yes	74%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	94%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	C*	D	C	C

\*Preliminary 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 is pending approval by the Osceola County School Board.

### 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, B or C with at least one F in the prior three years
- 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-C 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)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

Central Avenue Elementary School will collaborate to positively impact all students academically and socially which will promote college and career readiness in our culturally diverse community.

##### **Provide the school's vision statement**

Central Avenue Elementary School students will be the top performing students in the School District of Osceola County.

#### School Environment

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

Teachers build relationships with their students through classroom meetings/discussions, encouraging students to try even when a task may seem difficult. The leadership team talks to students in the hallways and during classroom visits to provide support and encouragement. During parent/teacher/administrator meetings staff members are able to learn more about students and their families. In addition, staff members continue to build relationships with parents through their communication at School Advisory Meetings, 21st Century CCLC Parent Advisory Meetings and quarterly family nights. Staff members make it a point to call students by their birth name and to interact with students in a positive manner at all times.

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

School staff greets students daily as they enter the school building. Administration and staff open car doors and greet students as they exit their cars and enter the cafeteria in the morning. There are staff members lined throughout the main hallway, the exit of the main building and entrance of building five. The staff members not only ensure student safety but also greet students with "good morning" as they transition from the cafeteria to their classroom. Teachers emphasize teamwork to students through the way tasks are designed to complete classwork. The dean reviews the Positive Behavior Support with each grade level and the Assistant Principal provides a bullying presentation to each grade level. The 21st Century CCLC coordinator provides three parent meetings before accepting students in the afterschool program to ensure parents are aware of the expectations for their students' participation in the program. Club sponsors provide written letters to parents of each club's policies and expectations.

##### **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**

Central Avenue is a Positive Behavior Support (PBS) School. Positive Behavior Support is a different way of handling discipline. It is a collaborative, educative and proactive process to developing effective interventions to problem behavior. When a student misbehaves, the school views it as a skill deficit. Therefore, the students in grades K-5 are taught appropriate school behaviors and expectations for the classroom, hallways and cafeteria. Students are rewarded when they display the



expected behavior. Consequences are still given for inappropriate behavior. The established guidelines are called PRRR-Positive Attitude; Ready, Set, Prepared; Respect Others, Responsible Citizens. Students are taught what the PRRR means based on the location (classroom, playground, cafeteria, etc.). The school staff and students are given an overview of PBS each school year. Students are able to use Cougar Cash which they receive for displaying appropriate behavior to purchase items from the school store and participate in monthly sponsored activities. Teachers in grades 2-5 use a Stop and Think approach in their classroom for students to reflect on their behavior. Students in grades PreK-1 use Conscious Discipline for reflection.

**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**

Students that may experience social/emotional difficulties are referred to the school guidance counselor for support. The guidance counselor will meet with the student and parent (if necessary). If it is ascertained that the student is in need of more continuous support the guidance counselor will refer to the student to an outside agency. The school guidance counselor also works with the two school social workers to provide home support as needed. Students that exhibit or verbalize self harm at school are immediately referred law enforcement to determine in transport to a local facility is necessary.

**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**

Central's early warning systems include students that have a D/F in reading or math as identified on their progress report and report cards, have missed 10% of the school year (18 days), scored in the lowest quintile in reading as identifies by the FSA (grade 3), have a previous retention, score below the 56PR on STAR reading and/or math, have one or more days of out of school suspension and/or had 10 or more discipline referrals during the previous school year.

**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	53	53	40	46	31	47	270
One or more suspensions	4	6	9	11	15	7	52
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	46	29	34	109
10+ Discipline Referrals	3	14	8	10	5	2	42
Previous Retention	0	7	16	20	24	22	89

*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	
Students exhibiting two or more indicators	4	11	10	31	26	27	109

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

Academic intervention strategies include before/during/after school tutoring, READ 180 (grades 3-5), iii, Title Reading, Title Math, and teacher/para small group instruction. Behavior interventions strategies include counseling provided by the school counselor or an outside agency, mentors, 2-minute interventions, and behavior improvement plans. Attendance intervention strategies include sending parents of students that missed more than 18 days of school the previous school year a letter during the first week to let them know that their child's attendance is being monitored. In addition, all parents received a documents detailing how attendance impacts academic achievement. In addition, parental attendance contracts, phone calls home from teachers and administration, meetings with administration or the guidance counselor, attendance contracts and referrals to the state attorney are implemented to improve student attendance.

**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?**

Yes

**PIP Link**

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

**Description**

Based on established criteria we will earn the Golden School Award and 5 Star Award for Volunteerism and Community Involvement. There will be an average of 7 community members and parents to attend SAC meetings. The number of parents on the PTO will increase by 5 parents/guardians. The school will implement a 21st Century parent advisory board to foster a better understanding of the 21st Century afterschool program. The Board will assist in the transition to project based learning activities during 21st Century time periods.

**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**

Central Avenue Elementary builds partnerships with individuals, businesses, colleges and faith based entities within the local community in order to support the initiatives that take place on campus. A faith based breakfast is held each year to share the needs of the school and the various ways members can volunteer in the school. The parent liaison contacts all previous volunteers at the beginning of the school year to remind them to sign up on Oasis and to ascertain their ability to continue supporting the school. The dean contacts local professionals for career day to share with students about their profession and educational background. Central works with local colleges to provide college tours and encourage local professors to mentor students at the school. The school shares the partnership with local media and in the school's newsletter to share the partnership with the local community. Administration sends thank you letters to churches, businesses and volunteers throughout the school year for their donation or service. A volunteer breakfast is held each May for the school to show appreciation to the volunteers and give them a token of appreciation. This year, Central is working to build a partnership with United Way to bring Reading Pals to the VPK program and with 4-H to for the 21st Century CCLC program.

**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:**

Name	Title
Davis Simmons, Trenisha	Principal
Castor, Victoria	Instructional Coach
Doodnath, Tagemattie	Guidance Counselor
McKenney, Sarah	Dean
Blanco, Lizabeth	Instructional Coach
Perez, Jennifer	Assistant Principal
Gift, Gayle	Teacher, K-12
Aragon, Heather	Instructional Coach
Rieder, Cynthia	Teacher, K-12
Rutherford, Rachael	Teacher, K-12
Fuller, Courtney	Teacher, K-12
Hardin, Theresa	Teacher, K-12
Kincade, Sabrina	Teacher, ESE
Webb, Tanya	Teacher, K-12
Stewart, Erica	Teacher, K-12

**Duties**

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

Principal: Provides a vision for the school; ensures that the staff is knowledgeable of the District Strategic Plan; ensures that staff has an understanding of the school's CIMS; reviews school wide, grade level and classroom data; conducts data chats with instructional staff members; is an advocate for the school within the community; ensure professional development opportunities are provided for staff members; approves expenditures to support classroom instruction and professional development; evaluates all staff members; provides feedback to staff members from walkthroughs, reflective visits, evaluations; meets with the assistant principal; attends MTSS meetings weekly; meets with grade level chairpersons twice a month; meets with the leadership team ; conducts monthly faculty meetings with the staff once a month; supports and monitors grade level PLC meetings; ensure compliance with MTSS procedures and Title 1 policies; ensures fidelity of instruction and monitors implementation of standards based instruction

Assistant Principal: Monitors classroom instruction and implementation of standards based instruction; provides feedback to staff based upon walkthroughs and observations; coordinates before/during/after school remediation programs; coordinates summer and extended school year programs; conducts beginning of the week meetings with office staff, head custodian and cafeteria manager; supports the principal's vision for the school; monitors the implementation of CIMS and District Strategic Plan; reviews lesson plans; participates as a member of MTSS, leadership team and grade chair meeting; monitors student attendance and meets with parents as necessary; supports and monitors grade level PLC meetings; monitors Title 1 documentation; ensures compliance of the PIP

Instructional Coaches: Monitors classroom instruction and implementation of standards based instruction; coordinates iii/MTSS interventions; provides training to instructional and support staff members; participates on MTSS and leadership team; meets with teachers monthly for vertical articulation in literacy, math and science; coordinates and provides professional development; models lessons; collects and analyzes data; provides support for assessments and progress monitoring; provides support to PLC teams; provides updates to teachers on decisions made by the MTSS team; provides data for MTSS meetings

Guidance Counselor: Monitors students social and emotional well being; provides individual and group counseling; refers students to outside agencies as needed; provides monitoring for students on behavior contracts; supports teacher implementation of behavior interventions; coordinates 504 meetings; participates on the MTSS and leadership teams; provides student and teacher support for student living in a transitional environment; coordinates state testing; coordinates student mentors

Dean: Participates on the MTSS and leadership team; coordinates behavior intervention; handles all classroom and bus misbehaviors; supports behavior interventions; provides mentors to students on behavior plans; chair of PBS Committee, review behavior/discipline data; coordinates cafeteria behavior program

Learning Resource Teacher: Coordinates District Platform testing; provides training to instructional and support staff members; co-chair of PBS team; participates on MTSS and leadership team; coordinates academic interventions; creates model videos for common areas

***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***

Central Avenue Elementary Multi-Tiered System of Support Team meets every Wednesday for two hours. Prior to the meeting an agenda is sent via email to each member by the MTSS Coach. School wide data is reviewed four times per year to identify the lowest quartile. Once the students are selected the team decides upon the best resources to meet the academic needs of each student. The team reviews progress monitoring data on each student monthly to ascertain if the student is making academic and/or behavior gains. Teachers are given an update monthly on the progress of their students. After each meeting teachers are provided with documentation to indicate that a student from their class was discussed and the next steps. Professional development is provided by the leadership team to address Tier 1 instruction. The reading coach and math/science coach provide professional development on small group/differentiated instruction. Title 1 funds are used to provide professional development opportunities on resources used to meet the needs of students being serviced through MTSS. The reading coach and math/science coach maintain a record of the materials available for students to use during iii and Title pull out. The assistant principal maintains a record of the resources to be used for before/during/after school intervention and summer sessions.

Title I, Part A

To ensure students requiring additional remediation are assisted; extended learning opportunities, such as

before and /or after school programs, and/or Saturday and/or summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. Reading and Math Coaches develop and lead programs based on Common Core Standards curriculum/behavior assessment and intervention approaches.

Title I, Part C-Migrant

When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that

all migrant students are given a fair and equitable opportunity to achieve a high quality education.

They will

be contacted to help meet the needs of Migrant students if enrolled at our school. These students will

be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met.

**Title I Part D**

When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

**Title II**

Professional Development is provided for PDA+, Math Solutions, and Marzano Research Laboratory. It is

also used to focus on Professional Learning Community (PLC) development and facilitation, as well as

Lesson Study Group implementation

**Title X**

To help eliminate barriers for education the District Homeless Education Liaison works with the school Fit

Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our

public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides

health and academic referrals as well as vouchers for resources such as but not limited to clothing, shoes, transportation and school physicals.

**School Advisory Council (SAC)**

**Membership:**

Name	Stakeholder Group
Trenisha Davis-Simmons	Principal
Felicita Colon-Lopez	Teacher
Patricia Pareja	Parent
Maritza Sierra	Parent
Linda Ortiz	Parent
Reshma Rahim	Student
Tiara Williams	Parent
Edna Rivera	Parent
Tiffany Gibson	Teacher
Jani Cornejo	Teacher
Raymond Torres	Teacher
Erica Stewart	Teacher
Felicia Smith	Education Support Employee

**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*

At the SAC meeting held on Tuesday, June 2, 2015, SAC reviewed the 2014-2015 school improvement plan and provided feedback. At that meeting, FSA data and school grade information was not available. Members in attendance were provided STAR reading and math data from the May assessment, grade 3 lowest quintile data and grade 3 SAT reading data.

*Development of this school improvement plan*

The 2015-2016 school improvement plan was created by the school based leadership team of Central Avenue Elementary. The school improvement plan will be presented to SAC on Tuesday, September 15. At the meeting, members will review the draft of the school improvement plan, provide feedback and approve it if those in attendance are in agreement with the plan and there are more non-school based members in attendance than staff members.

*Preparation of the school's annual budget and plan*

A final print out (July 2015) of the 2014-2015 school budget will be used to distribute funds for the 2015-2016 school year. School budget funds will be divided into the following main categories: instructional supplies, substitutes, clinic supplies, custodial supplies, admin travel/parking (PD), OPS contracts, media resources and technology. The percent used for each budget line as determined by the 2014-2015 will be allocated accordingly for the 2015-2016 school year. Title funds will be used for intervention supplies, substitutes for instructional professional development, instructional travel/parking (PD), contracts for professional development facilitators and professional development resources for teachers, technology equipment, and computer programs (Moby Max).

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

Funds will be used to support initiatives to increase student achievement that cannot be funded through another source. Instructional members will be able to present proposals to SAC to attend professional development opportunities related to the Florida Standards, instructional strategies, CIMS goals, and District Strategic Plan. For the 2014-2015 school year \$3000 was allocated for materials to include consumable items for hands-on science activities. In addition, \$875 was allocated to cover the registration fee and sub costs for five teachers to attend professional development on hands-on math activities.

***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:**

Name	Title
Davis Simmons, Trenisha	Principal
Castor, Victoria	Instructional Coach
Seabolt, Amanda	Teacher, K-12
Allen, Ricky	Teacher, K-12
Rojas, Jennifer	Teacher, K-12
Gibson, Tiffany	Teacher, K-12
Perez, Jennifer	Assistant Principal
Dodd, Amy	Teacher, K-12
Santiago, Celeste	Teacher, K-12
Nelson, Joanne	Instructional Media
Moffatte, Paula	Teacher, K-12
Santos, Sasha	Paraprofessional
Polanco, Elvis	Teacher, ESE

## Duties

### ***Describe how the LLT promotes literacy within the school***

The Literacy Leadership Team (LLT) meets once a month as a vertical Professional Learning Community (PLC). The LLT is lead by the literacy coach and has representation of teachers from every grade level PreK-fifth grade and paraprofessionals. The team analyzes STAR early literacy, STAR reading and unit assessment reading data. Throughout the school year the team analyzes the progress monitoring data of the STAR early literacy and STAR reading assessments. The team discusses instructional strategies, student collaboration strategies, thinking Maps, Kagan activities, Florida standards and information pertinent to effective instruction. Each grade level representative will share the discussions that take place during LLT with the teachers on their grade level. The LLT will plan and host three family literacy events to promote literacy in the home and provide parents with strategies to help their child at home. The team will promote the reading of Accelerated Reader books, Sunshine State Young Reader books and the summer reading challenge.

## 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**

Each grade level establishes a Professional Learning Community (PLC) meeting schedule. During the PLC the teachers discuss data, strategies, students and their professional needs. In addition, the teachers will plan during these meetings and establish additional meeting times and dates to plan lessons. Teachers will observe another teacher in their grade level or another grade level at least half a day twice a year. The teacher will note strategies observed that they would like to implement in their classroom. There are vertical and grade level PLCs which enable teachers to discuss standards that students have learned and discuss strategies specific to a content area or grade level and how they can be adapted for use in another content area or grade level.

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

The following strategies will be used to recruit and retain highly qualified teachers: Osceola School District online application system, mentoring program, Professional Learning Communities, curriculum professional development, Lesson Study, teacher appreciation prior to winter break and in May, tokens for perfect attendance, the sunshine committee will provide the staff with a gift of encouragement at the end of each nine week period and secret cougar encouragement program each semester.

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

First year teachers and teachers new to Osceola County are paired with a veteran teacher to provide curriculum and school based support. Teachers continue to receive the support of their mentor through their third year of teaching. The mentee and mentor are to meet at least one time per month. Additional meetings can take place as needed to support the mentee. Monthly New Cougar meetings are held with the instructional coaches and administration to review District and school procedures (i.e. FTE, Progress Monitoring Plan, end of year procedures, etc.). The rationale for pairing is based on the experience of the 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***

The school ensures that instructional programs and materials are aligned to Florida's standards by doing the following: instructional coaches meet with each grade level to review the Florida standards. teachers are provided with textbooks and supplemental materials that have been approved by the Florida Department of Education. Materials duplicated on campus are approved by either the math/science coach or literacy coach prior to being copied. The assistant principal checks lesson plans weekly. Administration and instructional coaches conduct walkthroughs to monitor the implementation of School District and school initiatives. Feedback is provided to teachers following the walkthroughs. The walkthroughs provided data on professional development and/or coaching next steps.

#### **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***

STAR and FSA grade 3 lowest quintile and FCAT science data is used to determine which students are in need of additional support either during iii, READ 180, through before/during/after school remediation or need to be referred to RTI. Classroom teachers use chapter, unit and STAR assessments to coordinate small groups for reading and math. Progress monitoring data is used to monitor groups and make any necessary changes. Students with IEPs receive support from a VE teacher that pushes in the class during reading and math instruction. Teachers incorporate strategies for students learning English as a second oral language in daily instruction. Non English speaking students are together in one class with a bilingual teacher in order to facilitate their acquisition to English only academic instruction.

##### ***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: After School Program**

**Minutes added to school year:**

Teachers and support staff members will provide students with additional instruction before/ during/after school. Instruction will be provided through small group and computer based instruction.

**Strategy Rationale**

To provide students with additional instruction to core skill areas where they are not meeting proficiency

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Perez, Jennifer, perezj@osceola.k12.fl.us

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

STAR Renaissance and program based assessments will be used to monitor student improvement and program effectiveness. Program based assessments will be collected as determined by the intervention program. The students will be given the STAR Renaissance assessment quarterly to monitor overall improvement.

**Strategy: Extended School Day**

**Minutes added to school year:**

Third, fourth and fifth grades students will be selected to attend READ 180. READ 180 will enable students to improve in the core areas of reading. Students attend four days per week for 60 minutes each day. This is in addition to their 120 minutes of daily reading instruction.

**Strategy Rationale**

To provide students with instruction in the core areas of phonics, phonemic awareness and vocabulary.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Davis Simmons, Trenisha, simmont@osceola.k12.fl.us

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

STAR and READ 180 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**

Central Avenue Elementary provides PreK on and off campus. The school has three classes on the school campus and two classes at Chambers Park. The Chambers Park area is zoned for Central Avenue Elementary School however a percentage of the students attending are not zoned for Central based on their residency. Pre-Kindergarten families are invited to all of our family involvement events. In addition, a summer orientation is offered to our Pre-Kindergarten families and the students are eligible for our summer 21st Century program which lasts 20 days during the summer preceding the year that students will begin kindergarten. The parent liaison makes contact with local daycares to host visitations to familiarize the students with the school. In addition, six grade teachers from the two middle schools that Central Avenue feeds into are invited to meet with our fifth grade teachers two times per year.

**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**

Central Avenue has a partnership with the Kissimmee Campus of Valencia College. Professors and students mentor the fourth grade students at Central Avenue Elementary School. Valencia College staff members will participate as classroom guest speakers. Fourth and fifth grade students will visit the Valencia Campus on February 12, 2016 and fifth grade students will visit for college orientation day in May 2016. The evening of the college orientation day parents will be invited to an evening meeting on financial aid and enrollment to encourage parents to enroll in college as well. The first Friday of each month has been established as college/university day and all staff members will wear a shirt or the colors of the school that they attended. The school shirt was redesigned to promote college readiness. A college board has been established to highlight the schools that staff members graduated from. College/university pennants and posters are hung throughout the school. Fifth grade, fourth grade and two third teachers have incorporated AVID strategies into all content areas. Career Day is held on the last Friday of October. On Career Day students dress in attire related to their future career endeavor. On this day 3rd-5th grade students rotate to various stations to engage with professionals about their career and K-2nd students are presented various career options as a whole group. Project based learning activities related to careers are incorporated into the 21st Century grant for 125 students to participate in afterschool.

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

CTE programs are provided at each high school and at TECO for students to earn certification.

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

N/A

**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**

N/A

**Needs Assessment**

**Problem Identification**

## Data to Support Problem Identification

### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

### 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:

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### 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.

### 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.

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## 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.** Professional development and support will be provided to foster a deep knowledge of how to create standards based lessons which builds teachers' capacity to deliver high quality instruction in Math, English Language Arts and science.

## 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.** Professional development and support will be provided to foster a deep knowledge of how to create standards based lessons which builds teachers' capacity to deliver high quality instruction in Math, English Language Arts and science. 1a

G074784

**Targets Supported** 1b

Indicator	Annual Target
FSA Mathematics - Achievement	65.0
FSA English Language Arts - Achievement	50.0
FCAT 2.0 Science Proficiency	50.0

**Resources Available to Support the Goal** 2

- Instructional Coaches
- 3rd-5th Item Specification Guides
- Professional Learning Communities/Collaborative Planning
- Vertical Articulation
- STAR (individual resources, sample lessons with activities)
- District and School Sponsored Professional Development
- District Resource Teachers
- Quarterly Assessments (3rd grade-reading and 5th grade-science)
- CPALMS (math resources)

**Targeted Barriers to Achieving the Goal** 3

- Instructional shifts in English language arts and math

**Plan to Monitor Progress Toward G1.** 8

Data (STAR reading/math, 2nd grade math quarterly assessments, 3rd grade reading quarterly assessments and 5th grade science quarterly assessments)

**Person Responsible**

Trenisha Davis Simmons

**Schedule**

Quarterly, from 8/28/2015 to 4/8/2016

**Evidence of Completion**

Leadership team will review data and discuss next steps

**Plan to Monitor Progress Toward G1. 8**

Instructional Reviews and Leadership Team walkthroughs

**Person Responsible**

Trenisha Davis Simmons

**Schedule**

Monthly, from 8/24/2015 to 5/27/2016

**Evidence of Completion**

Graphs and notes from instructional review walkthroughs

## 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.** Professional development and support will be provided to foster a deep knowledge of how to create standards based lessons which builds teachers' capacity to deliver high quality instruction in Math, English Language Arts and science. **1**

 G074784

**G1.B3** Instructional shifts in English language arts and math **2**

 B195273

**G1.B3.S1** Common planning to collaboratively plan lessons for depth of the Florida Standards, higher order questions and instructional shifts **4**

 S206916

### Strategy Rationale

Daily instruction needs to be to the depth of the Florida Standards

### Action Step 1 **5**

Calendarize plan to release lesson components at the depth of the standards

#### Person Responsible

Trenisha Davis Simmons

#### Schedule

Weekly, from 8/17/2015 to 5/27/2016

#### Evidence of Completion

Calendar (updated as needed)

**Action Step 2** 5

Develop Agenda for common planning

**Person Responsible**

Victoria Castor

**Schedule**

Biweekly, from 8/28/2015 to 3/11/2016

***Evidence of Completion***

Agenda

**Action Step 3** 5

Developing standards based lessons in the ELA classroom

**Person Responsible**

Victoria Castor

**Schedule**

Every 6 Weeks, from 6/15/2015 to 9/30/2015

***Evidence of Completion***

Agenda, sign in sheets,

**Action Step 4** 5

Teaching depth of the standards using Go Math and STEM

**Person Responsible**

Heather Aragon

**Schedule**

Monthly, from 6/15/2015 to 3/11/2016

***Evidence of Completion***

Agenda, sign in sheet



**Action Step 5** 5

Construct lessons collaboratively using planning process with gradual release

**Person Responsible**

Victoria Castor

**Schedule**

Weekly, from 8/19/2015 to 4/29/2016

**Evidence of Completion**

Sign in sheets, lesson plans

**Action Step 6** 5

Demonstration of the delivery of standards based instruction by the coaches

**Person Responsible**

Heather Aragon

**Schedule**

Weekly, from 9/7/2015 to 5/20/2016

**Evidence of Completion**

Observer notes (teachers from each grade level)

**Action Step 7** 5

Instruction for teachers on SMPs and the types of number sense problems

**Person Responsible**

Heather Aragon

**Schedule**

On 9/8/2015

**Evidence of Completion**

Agenda, sign in sheets and teacher reflection

**Action Step 8** 5

Provide support on how to create higher order questions for direct instruction

**Person Responsible**

Heather Aragon

**Schedule**

On 9/30/2015

***Evidence of Completion***

Agenda and sign in sheet

**Action Step 9** 5

Provide instruction on proficiency scales to determine students understanding of standards

**Person Responsible**

Heather Aragon

**Schedule**

On 12/9/2015

***Evidence of Completion***

Agenda and sign in sheets

**Action Step 10** 5

Debriefing, reflection, feedback , follow-up to support teachers in successful implementation

**Person Responsible**

Trenisha Davis Simmons

**Schedule**

Daily, from 8/24/2015 to 7/1/2016

***Evidence of Completion***

CWT notes given to teachers from Principal and Assistant Principals

**Plan to Monitor Fidelity of Implementation of G1.B3.S1 6**

Administration walkthroughs during professional development, planning, PLC sessions and classroom instruction

**Person Responsible**

Trenisha Davis Simmons

**Schedule**

Weekly, from 6/15/2015 to 5/27/2016

**Evidence of Completion**

Observation notes and feedback to presenters and participants from Principal (Simmons) and Assistant Principals (Perez and DeRight)

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7**

Data Reflection

**Person Responsible**

Trenisha Davis Simmons

**Schedule**

Weekly, from 6/15/2015 to 5/27/2016

**Evidence of Completion**

Walkthrough Notes, Lesson Plans, Teacher Post Survey

**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.B3.S1.A1	Calendarize plan to release lesson components at the depth of the standards	Davis Simmons, Trenisha	8/17/2015	Calendar (updated as needed)	5/27/2016 weekly
G1.B3.S1.A2	Develop Agenda for common planning	Castor, Victoria	8/28/2015	Agenda	3/11/2016 biweekly
G1.B3.S1.A3	Developing standards based lessons in the ELA classroom	Castor, Victoria	6/15/2015	Agenda, sign in sheets,	9/30/2015 every-6-weeks
G1.B3.S1.A4	Teaching depth of the standards using Go Math and STEM	Aragon, Heather	6/15/2015	Agenda, sign in sheet	3/11/2016 monthly
G1.B3.S1.A5	Construct lessons collaboratively using planning process with gradual release	Castor, Victoria	8/19/2015	Sign in sheets, lesson plans	4/29/2016 weekly
G1.B3.S1.A6	Demonstration of the delivery of standards based instruction by the coaches	Aragon, Heather	9/7/2015	Observer notes (teachers from each grade level)	5/20/2016 weekly

**Osceola - 0061 - Central Avenue Elementary Schl - 2015-16 SIP**  
*Central Avenue Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S1.A7	Instruction for teachers on SMPs and the types of number sense problems	Aragon, Heather	9/8/2015	Agenda, sign in sheets and teacher reflection	9/8/2015 one-time
G1.B3.S1.A8	Provide support on how to create higher order questions for direct instruction	Aragon, Heather	9/30/2015	Agenda and sign in sheet	9/30/2015 one-time
G1.B3.S1.A9	Provide instruction on proficiency scales to determine students understanding of standards	Aragon, Heather	12/9/2015	Agenda and sign in sheets	12/9/2015 one-time
G1.B3.S1.A10	Debriefing, reflection, feedback , follow-up to support teachers in successful implementation	Davis Simmons, Trenisha	8/24/2015	CWT notes given to teachers from Principal and Assistant Principals	7/1/2016 daily
G1.MA1	Data (STAR reading/math, 2nd grade math quarterly assessments, 3rd grade reading quarterly assessments and 5th grade science quarterly assessments)	Davis Simmons, Trenisha	8/28/2015	Leadership team will review data and discuss next steps	4/8/2016 quarterly
G1.MA2	Instructional Reviews and Leadership Team walkthroughs	Davis Simmons, Trenisha	8/24/2015	Graphs and notes from instructional review walkthroughs	5/27/2016 monthly
G1.B3.S1.MA1	Data Reflection	Davis Simmons, Trenisha	6/15/2015	Walkthrough Notes, Lesson Plans, Teacher Post Survey	5/27/2016 weekly
G1.B3.S1.MA1	Administration walkthroughs during professional development, planning, PLC sessions and classroom instruction	Davis Simmons, Trenisha	6/15/2015	Observation notes and feedback to presenters and participants from Principal (Simmons) and Assistant Principals (Perez and DeRight)	5/27/2016 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 Opportunities

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

**G1.** Professional development and support will be provided to foster a deep knowledge of how to create standards based lessons which builds teachers' capacity to deliver high quality instruction in Math, English Language Arts and science.

### **G1.B3** Instructional shifts in English language arts and math

**G1.B3.S1** Common planning to collaboratively plan lessons for depth of the Florida Standards, higher order questions and instructional shifts

#### **PD Opportunity 1**

Developing standards based lessons in the ELA classroom

##### **Facilitator**

Victoria Castor

##### **Participants**

K-5 Teachers

##### **Schedule**

Every 6 Weeks, from 6/15/2015 to 9/30/2015

#### **PD Opportunity 2**

Teaching depth of the standards using Go Math and STEM

##### **Facilitator**

Heather Aragon

##### **Participants**

K-5 Teachers

##### **Schedule**

Monthly, from 6/15/2015 to 3/11/2016

### **PD Opportunity 3**

Instruction for teachers on SMPs and the types of number sense problems

**Facilitator**

Juli Dixon

**Participants**

2nd-5th grade math teachers

**Schedule**

On 9/8/2015

### **PD Opportunity 4**

Provide support on how to create higher order questions for direct instruction

**Facilitator**

Victoria Castor, Heather Aragon, Tracey Merritt, Rhonda Schad, Tamara Medrano and Beth Telemko

**Participants**

K-5 Teachers

**Schedule**

On 9/30/2015

### **PD Opportunity 5**

Provide instruction on proficiency scales to determine students understanding of standards

**Facilitator**

Rhonda Schad, Tamara Medrano and Beth Telemko, Victoria Castor, and Heather Aragon

**Participants**

K-5 Teachers

**Schedule**

On 12/9/2015

## Technical Assistance Items

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

### Budget

#### Budget Data

1	G1.B3.S1.A1	Calendarize plan to release lesson components at the depth of the standards				\$0.00
2	G1.B3.S1.A10	Debriefing, reflection, feedback , follow-up to support teachers in successful implementation				\$0.00
3	G1.B3.S1.A2	Develop Agenda for common planning				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0061 - Central Avenue Elementary Schl	General Fund		\$0.00
<i>Notes: Substitutes and paraprofessionals to cover classrooms</i>						
4	G1.B3.S1.A3	Developing standards based lessons in the ELA classroom				\$0.00
5	G1.B3.S1.A4	Teaching depth of the standards using Go Math and STEM				\$0.00
6	G1.B3.S1.A5	Construct lessons collaboratively using planning process with gradual release				\$0.00
7	G1.B3.S1.A6	Demonstration of the delivery of standards based instruction by the coaches				\$0.00
8	G1.B3.S1.A7	Instruction for teachers on SMPs and the types of number sense problems				\$4,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0061 - Central Avenue Elementary Schl	General Fund		\$4,500.00
<i>Notes: Cost of facilitator, substitutes and paras to cover classrooms</i>						
9	G1.B3.S1.A8	Provide support on how to create higher order questions for direct instruction				\$0.00
10	G1.B3.S1.A9	Provide instruction on proficiency scales to determine students understanding of standards				\$0.00
					<b>Total:</b>	<b>\$4,500.00</b>