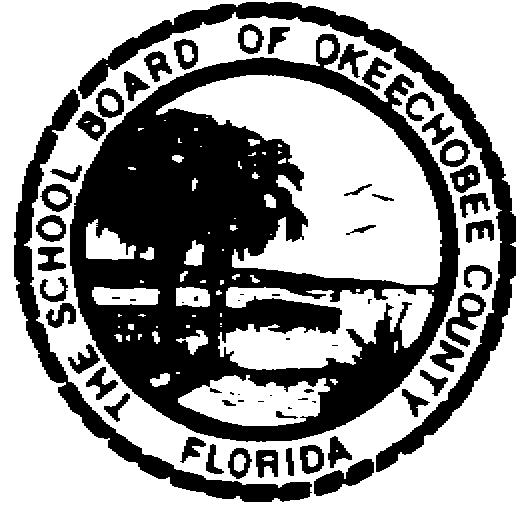
**The School Board of Okeechobee County**



CENTRAL ELEMENTARY SCHOOL

*School Improvement Plan*

Proposed for 2015-2016

**School Improvement Plan**

**Part I: Data Analysis**

* **Percent of Students Scoring On or Above Level on iReady Diagnostic Assessment 3.**

|  |  |  |
| --- | --- | --- |
| **Grade** | **Reading** | **Math** |
| K | 64 | 76 |
| 1 | 58 | 76 |
| 2 | 46 | 49 |
| 3 | 35 | 44 |
| 4 | 25 | 56 |
| 5 | 16 | 27 |

* **Percent of Students Scoring at or Above Achievement Level 3 on FCAT 2.0 Science.**

|  |  |
| --- | --- |
| **Grade** | **Science** |
| 5 | 31 |

* **Percent of Students Passing End of Course Exams in Biology, US History, and Civics**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** | **Biology** | **US History** | **Civics** |
| NA | NA | NA | NA |

* **Percent of Students Scoring at the College Ready Level on the PERT (High School Only)** NA
* **Percent of Students Scoring at Level 3 or Higher on Advanced Placement Exams (High School Only)** NA

|  |  |
| --- | --- |
| **Course** | **%** |
| NA | NA |

* **Percent of Students Earning CTE Industry Certification (High School Only)** NA

|  |  |
| --- | --- |
| **Course** | **%** |
| NA | NA |

* **Graduation Rate (High School Only)** NA
* **Drop Out Rate (High School Only)** NA

**Success of Subgroups:**

* **Percent of Students Scoring On or Above Level in Reading and Math (Based Upon iReady Diagnostic Assessment 3), and At or Above Level 3 on FCAT 2.0 Science.**

**White**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** | **Reading** | **Math** | **Science** |
| K | 34 | 31 | NA |
| 1 | 33 | 29 | NA |
| 2 | 38 | 34 | NA |
| 3 | 43 | 43 | NA |
| 4 | 41 | 32 | NA |
| 5 | 71 | 54 | 70 |

**Hispanic**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** | **Reading** | **Math** | **Science** |
| K | 46 | 48 | NA |
| 1 | 52 | 52 | NA |
| 2 | 48 | 51 | NA |
| 3 | 41 | 39 | NA |
| 4 | 52 | 47 | NA |
| 5 | 14 | 29 | 22 |

**Black**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** | **Reading** | **Math** | **Science** |
| K | 5 | 8 | NA |
| 1 | 9 | 6 | NA |
| 2 | 8 | 8 | NA |
| 3 | 16 | 11 | NA |
| 4 | 4 | 12 | NA |
| 5 | 7 | 8 | 4 |

**SWD**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** | **Reading** | **Math** | **Science** |
| K | 6 | 8 | NA |
| 1 | 17 | 16 | NA |
| 2 | 14 | 17 | NA |
| 3 | 5 | 13 | NA |
| 4 | 7 | 7 | NA |
| 5 | 57 | 4 | 7 |

**LSES**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** | **Reading** | **Math** | **Science** |
| K | 85 | 89 | NA |
| 1 | 89 | 87 | NA |
| 2 | 86 | 85 | NA |
| 3 | 78 | 85 | NA |
| 4 | 81 | 85 | NA |
| 5 | 57 | 71 | 67 |

**ELL**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** | **Reading** | **Math** | **Science** |
| K | 29 | 32 | NA |
| 1 | 31 | 38 | NA |
| 2 | 22 | 26 | NA |
| 3 | 5 | 11 | NA |
| 4 | 4 | 8 | NA |
| 5 | 7 | 8 | 4 |

* **% Scoring at Each Proficiency Level on the CELLA Test**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Grade K** | | | | |
|  | **Beginning** | **Low Intermediate** | **High Intermediate** | **Proficient** |
| **Listening & Speaking** | 26 | 33 | 33 | 8 |
| **Reading** | 49 | 46 | 5 | 0 |
| **Writing** | 46 | 46 | 8 | 0 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Grade 1** | | | | |
|  | **Beginning** | **Low Intermediate** | **High Intermediate** | **Proficient** |
| **Listening & Speaking** | 3 | 18 | 27 | 52 |
| **Reading** | 0 | 21 | 64 | 15 |
| **Writing** | 0 | 30 | 45 | 24 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Grade 2** | | | | |
|  | **Beginning** | **Low Intermediate** | **High Intermediate** | **Proficient** |
| **Listening & Speaking** | 3 | 3 | 3 | 91 |
| **Reading** | 0 | 3 | 17 | 80 |
| **Writing** | 3 | 0 | 34 | 63 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Grade 3** | | | | |
|  | **Beginning** | **Low Intermediate** | **High Intermediate** | **Proficient** |
| **Listening & Speaking** | 0 | 24 | 48 | 29 |
| **Reading** | 14 | 32 | 50 | 5 |
| **Writing** | 13 | 43 | 39 | 4 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Grade 4** | | | | |
|  | **Beginning** | **Low Intermediate** | **High Intermediate** | **Proficient** |
| **Listening & Speaking** | 0 | 8 | 23 | 69 |
| **Reading** | 0 | 0 | 46 | 54 |
| **Writing** | 0 | 0 | 38 | 62 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Grade 5** | | | | |
|  | **Beginning** | **Low Intermediate** | **High Intermediate** | **Proficient** |
| **Listening & Speaking** | 0 | 0 | 13 | 87 |
| **Reading** | 0 | 7 | 40 | 53 |
| **Writing** | 0 | 7 | 47 | 47 |

* **% Scoring at Each Proficiency Level on the Florida Alternative Assessment (FAA) in Reading, Math, Writing, and Science**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Reading** | **Writing** | **Math** | **Science** |
| **Basic** | 0 | 0 | 0 | N/A |
| **Proficient** | 100 | 100 | 100 | N/A |
| **Advanced** | 0 | 0 | 0 | N/A |

**No students at the school site qualified for the FAA**

**2015-2016 SCHOOL IMPROVEMENT PLAN**

**PART II: CURRENT SCHOOL STATUS**

**School Information**

|  |  |
| --- | --- |
| School Name: Central Elementary School | District Name: Okeechobee |
| Principal: Vanessa S. McAllister | Superintendent: Ken Kenworthy |
| SAC Chair: Jessica Sumner | Date of School Board Approval: |

**Additional Requirements**

***Coordination and Integration-*Title I Schools Only**

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

|  |  |
| --- | --- |
| Title I, Part A - partially or totally funds reading coaches (academic coaches) at seven Title I school-wide projects. Reading/academic coaches provide professional development in scientifically based methods and strategies designed to improve student achievement. Title I, Part A partially funds migrant advocates at seven schools to assist migrant students and provide an additional home-school connection. |  |
| Title I, Part C Migrant - partially or totally funds migrant advocates which serve all ten schools. Migrant advocates provide academic and other support necessary to meet the needs of migrant students and families. |  |
| Title I, Part D - funds supplemental educational materials for four DJJ within the county. |  |
| Title II, Part A - funds professional development for new and experienced teachers in scientifically based strategies and methods designed to increase student achievement. Title II, Part A also funds the add-on Reading endorsement and partially funds secondary reading/academic coaches. |  |
| Title X- Homeless students are identified at the school and district level. The district works with food service to make sure these students are coded as participating in the free lunch program and the district works to meet their educational needs. Homeless students residing at a local facility are also identified as homeless if awaiting foster placement. |  |
| Nutrition Programs: School sites work cooperatively with the Food Service Department to promote good nutrition and wellness. |  |
| Housing Programs: The District solicits referrals through the Shared Services Council and provides a district social worker to assist students and families. |  |
| Head Start: The District assists in the transition from Head Start programs to the K12 program. Migrant advocates attend all Head Start evening activities. |  |
| Adult Education: The District works cooperatively with Indian River State College and opens facilities for adult ELL classes. |  |
| Career and Technical Education: All students have access to Career and Technical programs at the secondary level. |  |

|  |
| --- |
| The focus of the Okeechobee County School System’s MTSS is to disaggregate student data looking for trends for both behavioral and academic concerns. Each school has appointed an MTSS team to chart progress for Tier 1, Tier 2 and Tier 3 students and strategies. The individual school’s teams will make appropriate recommendations to students, parents, teachers and administration based on calculated and reliable data. The outcome will result in better school-wide behavior and improved student achievement. |

***Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI)***

Describe the MTSS process at your school site.

***Elementary Title I Schools Only: Pre-School Transition***

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

|  |
| --- |
| The District is a VPK provider serving students that are 4 years-old during the school year. The district also contracts with private providers that provide summer VPK services. Migrant funds will cover the cost of wrap-around care for migrant students to attend VPK during the school year. |

***Postsecondary Transition* – High School Only**

Describe strategies to improve student readiness for the public postsecondary level based on an annual analysis of the feedback report data (see link on Page 7).

|  |
| --- |
|  |

***Dropout Prevention Program***

|  |
| --- |
| At the school level, students who are at risk of dropping out are identified by looking at criteria that puts them at risk of dropping out: attendance, course failure, excessive OSS and ISS, and Level 1 on standardized tests. Students who meet two or more of these criteria have a 25% more chance of dropping out than their peers who are not on the Watch List. In order to prevent these students from dropping out, specific interventions are used and then monitored monthly, quarterly, and annually in order to document their response to the intervention. If students are not responding to the intervention, a new intervention is used. At the end of the year, a recommendation is made to continue with remediation or discontinue the remediation based on documented progress monitoring. This process is done informally based on data chats with teachers or done formally through the MTSS process.  At the district level, the Director of Student Services oversees the Drop Out Prevention program by assisting with the students who are at risk of dropping out through the district Attendance Procedure and the Instructional Review process. The Director of Student Services also contacts all students who have withdrawn from school and have a drop out code assigned to them. Home visits are made and drop outs are offered the option of coming back to school, signing up for virtual school, enrolling in night school and seeking a high school diploma, or taking their GED. |

***Student Support Programs***

As part of the Florida Healthy Schools Recognition Program, schools are required to describe how student support services professionals support student achievement by assisting schools in identifying barriers to learning, developing programs to promote healthy social and emotional adjustment, and designing and implementing programs that address social, mental health, and academic issues. Please describe the school’s program below:

|  |
| --- |
| Our district is a Florida Healthy School District and has a substantial program designed to identify barriers to learning and promote social and emotional health all while implementing programs that address mental health so that our students are academically successful. Our school guidance counselor is trained to do identify students who may need student support services. Often times, our guidance counselor, with open communication with families, can provide the support needed. In some cases Threat Assessments are conducted to determine if students are a danger to themselves or others. This Threat Assessment is done by a team that includes law enforcement and a trained crisis counselor. If a threat exists, counseling is recommended to the parents and parenting classes can be offered as well.  In addition to the services provided by our school personnel, students who are identified as needing services have access to services provided through our Community Collaborative Council.  This community council partnerships with organizations that can provide food for families, money to pay for electric bills, money to pay for doctor visits, school supplies, parenting classes, mental health counseling, and clothes. |

***Violence & Bullying Programs***

As part of the Florida Healthy Schools Recognition Program, schools are required to describe their efforts to address and, as a result, reduce violence and bullying in schools. Please describe the school’s program below:

|  |
| --- |
| Our district has a zero tolerance for bullying and violence in schools. Our policy and the procedures for handling bullying and violence is clearly defined in our Code of Student Conduct. We are required to address these issues at our SAC committee meetings, during PTOs, at Town Hall Meetings, with our students, and with our parents. Bullying and violence can be reported anonymously or directly. Each report, adhering to a strict time line, must be investigated and findings reported to the victim, the accused, the parents of all parties, and to the district office at the end of the year. All founded and unfounded cases are documented in our student database, Skyward.  Students in our school have access to bullying and harassment and violence prevention instruction. Our guidance counselors, in collaboration with Martha’s House (an organization affiliated with violence prevention and domestic abuse), using bullying and harassment curriculum, go in to classes and conduct lessons. All students participate in an online course in cyber-bullying and online safety. |

**PART III: EXPECTED IMPROVEMENTS**

**Goal #1: Reading Goal**

***1. Reading Instruction will be standards-based.***

|  |
| --- |
| **Strategies:**   * PLCs focus on standards based instruction, instructional shifts, and best teaching practices. * All instruction is standards-based in order to ensure mastery of the Florida Standards. * Small group instruction will be used daily for differentiated instruction and optimal student learning. * Small groups will be used to engage students in problem solving, critical thinking, and decision making. * Tutoring programs will be offered to target the lowest performing students in grade 2-5. * Specials area teachers and Instructional Paraprofessionals will assist in grades K-5. * ELL students will receive reading support by the ELL Paraprofessional. * Central utilizes 100 Book Challenge in Kindergarten classes and Accelerated Reader in grades 1-5. * All students will utilize i-Ready for assistance in reading. * Comprehension will be a foundational skill addressed during the Academic Parent Teacher Teams (APTT). * Science and Social Studies text will be used to support reading instruction and writing from sources. * Writing instruction will include writing from sources and progress will be monitored twice a year.   **Who will monitor:** Vanessa McAllister, Principal; Margie Lewis, Assistant Principal; RaeAnn Whiteside, Instructional Coach; Danielle Maes, Guidance Counselor;  **Outcomes:** The percentage of students scoring proficient (on grade-level) on iReady or FSA ELA will increase by 5%.  **Evaluation of success:** The i-Ready diagnostic is administered three times per year. K-1 will use Growth Monitoring and Grades 2-5 will use the Standards Mastery. Assessments will be formatively assessed, documented, and results will be posted.  **Timeline:** Frameworks and use of strategies will be used daily with progress monitoring assessments given at the District specified times. PLCs take place weekly. After school tutoring will begin the first week of November. Grade level APTT meetings will occur three times a year in each homeroom. Following the first grade level meeting at least one individual parent meeting will take place. |

**Goal #2: Mathematics Goal**

***2. Math instruction will be standards-based.***

|  |
| --- |
| **Strategies:**   * Teachers will follow the OCSB Curriculum Roadmap and use iReady computer based program and print material for instruction. * A portion of the weekly PLCs will focus on Math standards-based instruction and the instructional shifts. * Acaletics supplemental material will also be used for instruction in grades 2-5. * AIMS materials will be used to support standards-based instruction. * Reflex math will be used to increase math facts fluency. * Math fact fluency will be a foundational skill emphasized in the Academic Parent Teacher Team (APTT).   **Who will monitor:** Vanessa McAllister, Principal; Margie Lewis, Assistant Principal; RaeAnn Whiteside, Instructional Coach; Danielle Maes, Guidance Counselor;  **Evaluation of success:** The i-Ready diagnostic is administered three times per year. K-1 will use Growth Monitoring and Grades 2-5 will use the Standards Mastery. Assessments will be formatively assessed, documented, and results will be posted.  **Outcomes:** The percentage of students scoring proficient (on grade-level) on iReady or FSA Math will increase by 5%.  **Timeline:** The use of identified curriculum material will continue throughout the school year. Grade level APTT meetings will occur three times a year in each homeroom. Following the first grade level meeting at least one individual parent meeting will take place. |

**Goal #3: Science Goal**

***3. Science instruction will be standards-based.***

|  |
| --- |
| **Strategies:**   * Teachers will follow the OCSB Curriculum Science Map. * District Science coach will assist teachers in lesson planning and locating resources for instruction and modeling lessons. * Data from Performance Matters progress monitoring will be used to drive instruction. * Acaletics supplemental material will be used for instruction in fifth grade. * Science text and content will be incorporated into reading instruction to build knowledge. * Weekly science lab activities will be conducted in grades 3-5. * Science Fair will be held for grade K-5. K-4 teachers will lead the class in developing a class project and grade 5 students will create a project individually. * AIMS material will be used for science instruction.   **Who will monitor:** Vanessa McAllister, Principal; Margie Lewis, Assistant Principal; RaeAnn Whiteside, Instructional Coach; Danielle Maes, Guidance Counselor  **Evaluation of success:** Performance Matters will be administered three times a year for progress monitoring .  **Outcomes:** The percentage of students scoring proficient on FCAT Science will increase by 5%.  **Timeline:** Students will receive standards based instruction in science daily. Acaletics material will be used beginning in September.Science Fair will be held in January. |

**Goal #4: Parental Involvement Goal**

***4. Parents will participate in Academic Parent Teacher Teams (APTT) that support student learning and achievement.***

|  |
| --- |
| **Strategies:**   * K-5 teachers will facilitate three APTT meetings. * K-5 parents will be taught activities to strengthen a student’s foundational skill in reading and/or math. * K-5 teachers will meet individually with parents to discuss attendance and academic progress of students in November/December.   **Who will monitor:** Vanessa McAllister, Principal; Margie Lewis, Assistant Principal; RaeAnn Whiteside, APTT Champion; Danielle Maes, Guidance Counselor  **Outcomes:** Title I parent surveys will show parents were actively engaged in the educational process of students utilizing activities for foundational skill prescribed by teachers.  **Evaluation of success:** iReady diagnostic will be administered three times a year for progress monitoring. APTT parent surveys will be collected in September and April.  **Timeline:** Classroom meetings will be held in September/October, January/February, and April/May. Individual meetings will be held in November/December. |

***Goals to Meet Florida Healthy School District Recognition Requirements***

|  |
| --- |
| **School Health Goal**  Our school will have a school wellness committee that implements procedures for ensuring our faculty, staff, and students are physically, mentally, and socially healthy. Fundraisers will be in compliance with the Smart Snack Initiative. We will promote wellness by promoting exercise and offering activities to students that promote physical health. We will serve nutritious meals, and we will continue with our garden that grows vegetables for consumption. |
| **Staff Wellness Goal**  We will encourage our staff to participate in our school wellness committee so they can give their input in to the types of activities we can implement to stay physically, mentally, and socially healthy. We will encourage the use of our Wellness Clinic that is available to all faculty and staff free of charge for those who have our school insurance and the use of the free, district provided, after school gym. |

**PART IV: Professional Development**

|  |
| --- |
| PLC Vision Statement: The focus of The Okeechobee County School System’s PLCs is on expert knowledge in which teachers work and study together as they perpetually appraise the effectiveness of their practices and the requirements, interests, and abilities of their students. The PLCs will be conducted both vertically and horizontally to ensure efficiency and effectiveness across the curriculum. |

|  |  |  |
| --- | --- | --- |
| **Activity** | **Goal Focus** | **Target Group** |
| Standards Based Instruction | To increase understanding and implementation of instruction based on the Florida Standards. Teachers will participate in activities to ensure that curriculum materials are aligned with the curriculum maps and that the instructional shifts are addressed in our lesson planning and execution. Teachers will also be trained in standards based grading techniques. | K-5 Teachers |
| Student Engagement | Teachers will continue to collaborate with the literacy coach, cooperative learning coach, and with each other to increase student engagement. Engagement will be studied through classroom walk-throughs. Student interactions and work will be analyzed as a part of this work through KAGAN structures and portions of the book *Teach like a Champion* will be used for teacher learning. | K-5 Teachers |
| APTT | Academic Parent Teacher Team: Collaboration between school and home to review data, develop student study focus with home activities, set goals, and monitor progress. Teachers and Literacy Coach will collaborate with North Elementary School teachers to implement this initiative. Teachers will work with Literacy Coach to develop appropriate activities to engage parents and support student learning. | K-5 Teachers |
| iReady Training | Teachers will be trained in the effective use of this program connecting student data with differentiated instruction and student growth. | K-5 Teachers |
| FSA Writing | Teachers will develop a writing plan by adding writing activities and rubrics to support writing standards. Ready Writing will be used as supplemental materials 2-5. | K-5 Teachers |
| Acaletics Math | Effective use of program to impact student growth in math. | 2-5 Teachers |
| Acaletics Science | Effective use of program to impact student growth in science. | 5th grade Teachers |
| *Mindset* Book Study | Faculty and staff will be offered the opportunity to participate in the MINDSET book study. This opportunity will positively affect faculty and staff instruction, attitudes and beliefs while building stronger relationships with students. | K-5 Teachers, Office Staff, Paraprofessionals |

**PART V: Budget**

|  |
| --- |
| *Narrative*  Most professional development for the year will be delivered during the school day or is job embedded and will not require additional funding. Chromebooks will be added for technology integration. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Goal/Strategy** | **Resource** | **Funding Source** | **Amount** |
| Technology Integration | Chromebooks | Title 1 | $2500 |
| Student Engagement | *Teach Like a Champion* –book | Professional Development | $900 |
| Expectations | *Mindset -*  book | Professional Development | $900 |
| APTT | Parent Involvement | Title 1 | $2500 |

**School Advisory Council (SAC)**

*SAC Membership Compliance*

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting *Yes* or *No* below.

x Yes  No

|  |
| --- |
| If No, describe the measures being taken to comply with SAC requirements. |
|  |

|  |
| --- |
| Describe the activities of the SAC for the upcoming school year. |
| The School Advisory Council will meet four times during the school year to review the SIP and supporting data. SAC will monitor the SIP progress and make recommendations for any changes or additions that should be made to ensure school improvement. This committee will also work within our community to address any questions, concerns, or suggestions regarding the operation of the facility and the instruction of the students. |

|  |  |
| --- | --- |
| Describe the projected use of SAC funds. | Amount |
| 2014-2015 SAC Committee voted to spend funds to reward students scoring at or above the grade level on the ELA FSA exam. | $1,500 |
| Supplemental instructional materials. | $1,000 |
| Additional technology resources. | $2,000 |

**PART VI: EARLY WARNING SYSTEMS (Only to Be Completed by Schools Serving Grades 6, 7, or 8)**

|  |
| --- |
| Describe the school’s early warning system and provide a list of the early warning indicators used in the system. At a minimum, this list must include the following:   1. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension 2. One or more suspensions, whether in school or out of school 3. Course failure in English Language Arts or mathematics 4. Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics |
| 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 listed above     2. The number of students identified by the system as exhibiting two or more early warning indicators  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Indicator** | **Grade 6** | **Grade 7** | **Grade 8** | **Total** | | Attendance below 90 percent |  |  |  |  | | One or more suspensions |  |  |  |  | | Course failure in ELA or math |  |  |  |  | | Level 1 score on the statewide assessments in ELA or math |  |  |  |  | | Students exhibiting two or more indicators |  |  |  |  | |
| Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators). |
| Describe the school’s strategies to encourage positive working relationships between teachers, including collaborative, interdisciplinary planning and instruction. Teachers attend weekly PLCs during common planning times to collaborate and plan with their teams and the school literacy coach. Monthly Think Tank Talks are offered for additional professional development based on teacher requests or needs. Super Teacher Tuesdays are monthly events where students are immerged in a standards review of the month and taught by their teachers who are dressed in their own super teacher costumes. |
| Describe how the school ensures its core instructional programs and materials are aligned to the Florida Standards.  Core instructional materials are used based on Florida’s State adoption list. Additional materials are Florida standards based and aligned to our district curriculum maps. |
| Describe how the school uses data-based problem solving to provide and differentiate instruction to meet the diverse needs of students, including the use of small learning communities, competency-based instruction, integrated digital instruction, and project-based instruction.  Using the MTSS model provided by the district teachers review student data independently and with the grade level team weekly. When teachers have a concern about a student’s progress that student is referred to the MTSS problem-solving team. The team looks at student data, trend data and comparative data to identify problems and interventions. Small group instruction in reading and math is a school-wide expectation. iReady computer based instruction is provided to each student in reading and math. This program uses diagnostic information to place students on an individual learning path. Interventions are then monitored. The monitoring data is reviewed each month for progress or possible changes in instructional skills sets that will be made by the teacher. |