



## Ocoee Elementary

400 S LAKEWOOD AVE, Ocoee, FL 34761

[ no web address on file ]

### School Demographics

**School Type**

Elementary

**Title I**

Yes

**Free/Reduced Price Lunch**

77%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

61%

### School Grades History

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

### School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	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**

To lead our students to success with the support and involvement of families and the community.

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

To be the top producer of successful students in the nation.

#### School Environment

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

During pre-planning, emphasis is placed on developing strong relationships with student; teachers are given strategies for effective communication with parents and building relationships with students. The use of Kagan strategies promotes class-building and team-building within classrooms and grade levels. There is a school-wide focus on connecting with families and community through Facebook, school website, Connect Orange phone messages, newsletters, student planners and sunshine phone calls.

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

Students are guided to internalize the Cardinal Code - Safe, Responsible, Respectful & Kind. It is embedded in the school-wide discipline plan and is visible as part of all classroom management plans. It is reiterated on morning announcements and in conversations with students. In addition, students are guided to apply this code to all aspects of their day from classroom behaviors to lunch to hallway safety.

Expectations for student interaction are clearly communicated and any unsafe or disrespectful behavior will be addressed immediately. Positive consequences, as well as negative, are implemented as students are recognized for displaying model behavior based on the Cardinal Code. As students arrive to school before the bell, they wait outside classrooms where they interact with adults who deliberately provide a safe and respectful environment through encouragement and reinforcement of social and academic skills. All areas of the school campus are monitored by staff during arrival and dismissal to ensure that safe practices and appropriate behavior is exhibited at all times..

##### **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**

The school wide behavior plan is called the Cardinal Code. Students know and are able to articulate the Code: Ocoee students are safe, responsible, respectful and kind. All rules and procedures are built around these tenants: classroom, cafeteria, hall, and special areas. Teachers and staff members are able to monitor behavior according to the code and positive and negative points are provided through the school wide use of Class Dojo. Parents are informed as to expectations and are provided feedback via the online behavior management and communication system within Class Dojo.

**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**

Our school Guidance Counselor provides a comprehensive guidance program that includes classroom guidance lessons, small groups based on identified needs such as grief, divorce/ separation, social skills, coping skills, and referrals to outside agencies to address specific student needs. Mentors are provided for students who need additional support. All teachers have been trained in Kagan structures for class building and team building, which they employ on a daily basis. In the mornings, Junior Additions from the neighboring middle school volunteer in classrooms supporting teachers and students.

**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**

Child study teams, coaches, administration and teachers collaborate to discuss every child in every class via data and observations. Potential issues are noted and addressed early as indicators appear at each conference. Indicators include, but are not limited to: Attendance, behavior (including suspensions), failing grades on classroom assessments that may lead to course failure, and low scores on school, district and standardized tests.

**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	20	12	11	12	7	8	70
One or more suspensions	0	0	1	1	1	1	4
Course failure in ELA or Math	0	0	11	26	29	44	110
Level 1 on statewide assessment	0	0	0	36	36	42	114

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

Indicator	Grade Level				Total
	2	3	4	5	
Students exhibiting two or more indicators	2	16	36	42	96

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

Child study meetings with each teacher serve as an early warning system to avoid or address student difficulties. These child study meetings include data analysis so that we may identify student academic needs. Each teacher meets with the child study team to discuss progress, academic, social and behavioral needs. Students in subgroups are monitored closely. Academic needs are then addressed through the MTSS process. Students are identified for Tier II interventions through frequent formative assessments. Teachers work together in teams to address these needs through a 30 minute daily intervention block. Progress is monitored biweekly with the MTSS team which includes the staffing specialist, the MTSS coach, the school psychologist, and various academic team members. Students who are not progressing toward grade level expectations at an appropriate rate

receive additional Tier III intervention that is deliberate, explicit and frequently monitored. Additionally, students identified through data analysis receive tutoring after school in reading and math. Attendance with students who fall below 90% participate in a Child Study and students/parent are placed on a contract and determine support the family needs that the school can provide.

## 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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/186640>.

#### **Description**

A PIP has been uploaded for this school or district - see the link above.

**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**

Community involvement is expected to increase. An active PTA board has hosted parent meetings and planned a variety of activities to gain support for PTA among the parent population. All staff members are encouraged to join PTA with members posting "I am a Proud PTA member" sign on their doors. Additionally, the PTA board has taken on the role of Partner in Education coordinator, meeting with local businesses to build partnerships. We will host community involvement events such as informational tours and a grand opening of the new building to which all local residents will be invited. Local churches have joined the effort for school improvement, taking part in school clean up days, packing and unpacking boxes, decorating the building and planting landscaping around campus. High school volunteers will take part in after school tutoring with children in need of mentors and reading partners as well as attend Open House for the purpose of translating for Spanish speaking parents. Additionally, to promote college and career readiness, relationships with local businesses and schools will expose students to the community workforce. Field trips to the local blueberry farm, fire department, City Hall, and Westside VoTech will provide students with the opportunity to explore careers available in our community.

## Effective Leadership

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

### School Leadership Team

#### **Membership**

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

Name	Title
Concepcion, Sarah	Principal
Coffie, Deborah	Assistant Principal
Garner, Cheryl	Instructional Coach
Lundman, Tammy	Other
Singh, Kiran	Instructional Coach
Sabat, Jennifer	Instructional Coach
Martin, Yvonne	Dean

### Duties

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

\*Sarah Concepcion, Principal

Provides vision and direction for the team as well as communicating school-wide goals. Communicate expectations for instruction in core subjects.

\*Dee Coffie, Assistant Principal

Supports the school's vision and team with implementation of the plan. Assist with communication of expectations for instruction in core subjects.

\*Cheryl Johnson, Reading Coach

Supports implementation of the 90 minute reading block. Provides professional development for research-based instructional practices. Develops school-wide intervention plan with grade level teams. Guides teachers with collaborative team planning of instruction and assessments with ELA. Guides child study meetings.

\*Tammy Lundman, CRT & Instructional Technology Support

Provides resources and materials to staff and parents. Provides professional development for research-based instructional practices that integrate technology. Supports the collaborative team process. Coordinates assessment administration.

\*Kiran Singh, Math Coach

Supports implementation of the 60 minute math block. Provides professional development for research-based instructional practices. Develops school-wide intervention plan with grade level teams. Guides teachers with collaborative team planning of instruction and assessments with Math. Participates in child study meetings..

\*Jennifer Sabat, Instructional Coach

Support implementation of effective instructional strategies by observing, providing feedback to and coaching teachers. Gather and analyze data to build school-wide effectiveness. Assist and coach teachers with analysis of data to determine needs and effectiveness of current practices in order to plan for instruction, intervention and enrichment.

\*Lisa Brzakala, Guidance Counselor

Monitor student attendance and implement strategies to decrease absenteeism and tardiness. Create and facilitate community partnerships. Implement a comprehensive guidance program.

\*Yvonne Martin, Dean and CT

Provides support for ELL in the area of identifying needs, collecting and analyzing data. Supports the school-wide behavior management system. Monitors discipline referrals and implements proactive procedures to positively affect discipline data.

\*Chantal Madhoo, School Psychologist

Participates in the analysis of student data. Collaborates with team members to determine need to continue current intervention plan or administer further evaluation.

The team members provide feedback and recommendations to the principal based on their instructional area (guidance, behavior, curriculum, etc.) This information, along with feedback from

grade level team leaders as well as test scores provide basis of our SIP. Data is reviewed, recommendations for intervention are discussed and team members assist in writing plans for implementation. Team members monitor progress of the plan by reviewing various data (previous FCAT scores, benchmarks, mini benchmarks, FAIR, SRI, classroom assessments, behavior charts, anecdotal evidence, etc.). Parent input is sought and included. Any additional personnel such as a social worker, parent advocate are invited as appropriate.

***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***

School-wide team members meet to discuss student progress. Current school-wide data is reviewed by leadership team to determine trends/need for school-wide adjustments of instruction or to determine next steps. Members, according to their role, review data to determine strategies to be used, time frame, and any changes that need to be implemented. The MTSS process assists us in our attempts to decrease the disproportionate classification of students in Special Education, by providing early intervention and adjustment to instruction to improve student success.

Federal funding is used to provide funding for personnel as follows: kindergarten teacher, Reading Intervention teacher, Fundamental Basic Skills of Communication teacher, 50% of our Reading Coach position and 50% of our Curriculum Resource/Instructional Coach position. Title I funds offer our students free or reduced cost field trip opportunities to local history, art and science museums, theaters and cultural performances. Federal funding is also used to provide professional development focused on improved mathematics instruction, use of Kagan Strategies for student involvement, technology integration and improved reading instruction through the use of assessment, data collection, differentiation, small group instruction and monitoring. SAI funds are used to provide reading materials, intervention and tutoring for struggling students. Parent Involvement funds support activities which include Meet Your Teacher, Open House, monthly curriculum meetings with a different academic focus and fine arts focus, SAC/PTA/PLC meetings, multicultural celebration, school spirit nights at various Partner In Education (PIE) businesses, Spring Fling, movie nights, book fairs, and survey/feedback opportunities. In addition, Federal Funds support our VPK program and kindergarten readiness. District support personnel provide resources and expertise. Through Title I funds, our VPK and K students are provided with 3 literacy focused opportunities from the Michelee Puppets to help students learn essential pre-reading skills. Our Homeless liaison, guidance counselor and social workers work closely with the district department to ensure that we are aware of and are able to offer resources to all our qualifying families. We have established a collaborative relationship with a local church to provide food items on a weekly basis to families in need. Shoes for needy students are also provided. The guidance counselor provides whole group and small group lessons promoting non-violence. The Behavior Leadership Team guides us in the implementation of our school-wide behavior plan which is based on our Cardinal Code of being Safe, Responsible, Respectful and Kind. Classroom teachers implement class rules and procedures based on the code. Special Area teachers address the whole school by grade level the first 2 days of school to promote and establish the guidelines and expectations. The cafeteria personnel promote healthy eating by providing information to families/students. Newsletters and website are used to promote a healthy lifestyle. The PE teacher is our wellness representative.

## **School Advisory Council (SAC)**

### **Membership**

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

Name	Stakeholder Group
Sarah Concepcion	Principal
Kiran Singh	Teacher
Nelly Ramirez	Education Support Employee
Shriematee Balroop	Parent
Jordana Grudzinski	Parent
Nattie Hatch	Parent
Olga Velazquez	Parent
Santos Castro	Parent
Laura Gozman	Parent
Tammy Lundman	Teacher

### 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*

SAC members review last year's plan to discuss the goals that were accomplished, as well as the need to continue with ongoing or unmet goals. SAC members discuss program successes and parent involvement activities that were especially beneficial for Ocoee families.

*Development of this school improvement plan*

The SAC members reviewed results of the Needs Assessment (School Effectiveness Survey) to make recommendations for the upcoming year. SAC members focused on student achievement data. They also assisted in the monitoring strategies that were implemented throughout the year.

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

SAC members discuss continued allocation of funds for intervention programs, reading materials, hands-on math and science materials, and adequate support for professional development for teachers.

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

N/A

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

Yes

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

### Literacy Leadership Team (LLT)

#### Membership

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

Name	Title
Concepcion, Sarah	Principal
Garner, Cheryl	Instructional Coach
Coffie, Deborah	Assistant Principal
Sabat, Jennifer	Instructional Coach

## Duties

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

The Literacy Leadership Team supports reading and writing across the content area to increase student achievement with more complex text. Multiple opportunities for professional development will be made available through district and school resources. Teachers will attend training through FDLRS in explicit reading and writing instruction. Additional Professional Development will result from data focused on student need. There will be a focus on strengthening small group instruction that is differentiated and targeted. As the year progresses, the LLT will determine professional development in the area of integrating technology based on student data and state standardized assessments. A series of trainings will emphasize effective core instruction within the 90 minute reading block with assurance of Tier 2 and Tier 3 to meet the needs of struggling reader during their intervention blocks.

## 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**

Collaborative planning time for each grade level is provided daily. All team leaders attended the 3 day PLC Conference to provide them with tools for leading collaborative planning. Before the school year began, teachers were provided a paid professional development day to work collaboratively in developing an instructional focus calendar and SMART goals based on student data. Partners in Education will be utilized to provide team building experiences for each collaborative team (incentives in the form of food coupons and teaching supplies). Staff meetings will include team building and celebrations to promote positive relationships. Tips and strategies will be shared throughout the year to maintain and further strengthen teams.

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

Administrators review resumes and applications for high quality candidates. The principal conducts extensive reference checks on each candidate. Administration and instructional coaches provide mentors and training opportunities throughout the school year. School Leadership team provides feedback and opportunities to collaborate with others and utilize or develop leadership skills.

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

The school's instructional coach works with administration to pair new/beginning teachers with experienced teachers with similar grade-level or subject area experience who have completed Clinical Educator training and meet district qualification to be mentors. The school coach attends quarterly instructional coach workshops and will be taking the OCPS online Coaching and Mentoring class this year. Information learned at these sessions is shared with the mentoring groups at monthly meetings and via email. The instructional coach has an "open door" policy and is available at any time to answer questions, provide guidance, support or materials as needed to guide teachers toward success.

Coaches and mentors conduct teacher observations in order to provide support, guidance and feedback. Mentors orient and share school and district information and resources, assist with curriculum planning, activities and school-wide initiatives to grade level teams. In addition, the mentors and coach assist teachers with the completion of the beginning teacher portfolio process.

## 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 district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All Schools are expected to utilize the standards-based resources during daily instruction.

#### 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***

Data from common assessments is reviewed and analyzed to determine the number of students who are above, at or below expectations for proficiency on the Florida Standards. Grade level teachers form intervention or enrichment groups according to the data. Groups are fluid and monitored for growth. Changes are made according to progress and mastery. Data is used to form guided reading groups in which students practice reading strategies at their level. In math, students receive small group instruction a minimum of three days per week to address individual strengths and weaknesses. Time is allotted daily for Tier II, Tier III and enrichment.

***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:** 4,500

After school and before school tutoring is provided for student Tier II and III and/or with a score of level 1 or 2 on 2013 FCAT. This tutoring provides intervention on targeted skills to strengthen the foundational reading skills of the students. School based assessments are used to determine individual needs. Students are monitored through a baseline and final assessment to determine if they have mastered the targeted skills required for grade level mastery.

**Strategy Rationale**

Student data revealed that student reading is below proficiency. Therefore, these students have been invited to after-school and before-school tutoring program.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Concepcion, Sarah, sarah.concepcion@ocps.net

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

Attendance sheets, lesson plans and progress monitoring data will be collected. (Fountas and Pinnell Reading levels) FAIR, Benchmark and previous FCAT test results will be analyzed to determine effectiveness for enrolled students.

**Strategy:** Extended School Day

**Minutes added to school year:** 1,500

Math Olympiad will be offered for students who scored 4 & 5 on last year's FCAT and benchmark testing data will be analyzed. Students will participate as a team and represent the school in district competition. Students will participate in critical thinking skills.

**Strategy Rationale**

Students will be offered enrichment activities in math.

**Strategy Purpose(s)**

- Enrichment

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

Singh, Kiran, kiran.singh@ocps.net

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

FSA data, benchmark data, outcome will be through the competition.

**Strategy:** Extended School Day

**Minutes added to school year:** 4,500

Extended Media Center Hours are offered to students to either work on homework or book club activities.

**Strategy Rationale**

The data indicates the need for structured homework time for students.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Coffie, Deborah, [deborah.coffie@ocps.net](mailto:deborah.coffie@ocps.net)

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

FAIR, benchmark assessments and FSA will be analyzed to determine effectiveness for students in attendance.

**Strategy:** Extended School Day

**Minutes added to school year:** 1,500

SKYPE Book Club; students read the Sunshine State books and the media specialist partners with another media specialist in New Jersey to discuss the selected books and participate in authentic conversations with other students. Authors join into the Skype conversations. Students are given the opportunity to "meet" the author and gain their perspective.

**Strategy Rationale**

To provide motivate students using available technology and explore environments beyond their own.

**Strategy Purpose(s)**

- Enrichment

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

Coffie, Deborah, [deborah.coffie@ocps.net](mailto:deborah.coffie@ocps.net)

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

FSA results for students attending the club will be compared.

**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***

VPK instruction focuses on kindergarten readiness standards in the areas of Physical Development, Social and Emotional Development, Language, Communication, Emergent Literacy, Cognitive Development and, General Knowledge. A safe, welcoming, and culturally aware environment has been created. VPK teacher and para communicate frequently with parents. Capacity building family literacy events (Michelee Puppets) are held 3 times a year. Orientation for parents transitioning from VPK to Kindergarten occurs before school starts and during the "Meet Your Teacher/Visit Your New Classroom Event. Prek teacher on site is part of the kindergarten PLC. Prek parents receive recorded phone messages from the principal and are invited to all school-wide events. 5th Grade students will also visit the feeder pattern middle school and one selected high school. The selected high school will offer a feeder pattern school night for students to attend for free

### **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***

Ocoee ES implements several strategies to advance college and career awareness. All faculty members display their college or university Alma mater on their door. Students and staff are encouraged to wear college paraphernalia once a month on Fridays.

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

Ocoee ES incorporates non-fictional text to teach students about world history and the community to prepare them for the career and technical fields.

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

Ocoee ES participates in the OCPS Teach-In Program. Ocoee ES also participates in STEM lab activities throughout the science classes.

***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

## 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

 = Problem Solving Step       S123456 = Quick Key

## Strategic Goals Summary

- G1.**            Implement standard-based instruction while embedding rigorous instructional delivery, task, and assessment across content area.

## 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. Implement standard-based instruction while embedding rigorous instructional delivery, task, and assessment across content area. 1a**

G039952

**Targets Supported 1b**

Indicator	Annual Target
AMO Reading - All Students	69.0
AMO Reading - ED	63.0
AMO Reading - ELL	59.0
AMO Math - All Students	69.0
AMO Math - ED	65.0
AMO Math - ELL	63.0
FCAT 2.0 Science Proficiency	58.0
Math Gains	70.0

**Resources Available to Support the Goal 2**

- Journeys Reading Program
- Fountas & Pinnell A-Z Leveled Reading Library
- Nonfiction Text Scholastic Guided Reading Library, AVID (Weekly Grades 4-5)
- Thinking Maps
- Marzano Teaching Strategies (Design Questions 1-9)
- Accelerated Reading Program (Motivational Reading Program Grades 2-5)
- Reading A-Z (Website)
- MyOn (K-5) Reading Program
- IMS Common Core Resources
- Phonics First
- GoMath Math textbook
- Math Manipulatives
- Hands-On Standards books
- AIMS books
- School Math Coach
- School Reading Coach
- District ELL Coach
- District AVID Coach
- AVID Weekly (Reading)
- Nonfiction Books and Materials
- MyOn Web-based Reading Materials
- Science Boot Camp
- School Science Coach

- District Math Coach
- District Reading Coach
- District Marzano Coach
- iready computer based math intervention

### Targeted Barriers to Achieving the Goal **3**

- Students entering grade level with gaps in reading skills
- The ELL, and ED subgroups lack academic vocabulary skills, organizational and writing convention skills.
- Teachers have difficulty planning differentiated instruction (small group tiered instruction/ activities).
- Teachers lack the knowledge of implementing the Florida Standards and shifts in practice.
- Teachers lack knowledge of using the Marzano learning map in planning for rigorous instruction.
- Teachers lack understanding and resources for identifying gaps in mathematical understandings.
- Students lack understanding of the scientific process and are unable to adequately express their knowledge of scientific concepts.

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

Analyze Performance Matters data, I observation data/feedback, Lesson plans

#### **Person Responsible**

Sarah Concepcion

#### **Schedule**

Weekly, from 8/20/2014 to 6/3/2015

#### **Evidence of Completion**

Performance matters data, I observations, OCPS Writes, PLC meeting notes

## 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.** Implement standard-based instruction while embedding rigorous instructional delivery, task, and assessment across content area. **1**

 G039952

**G1.B3** Teachers have difficulty planning differentiated instruction (small group tiered instruction/activities).

**2**

 B096523

**G1.B3.S2** Assisting teachers with creating rigorous learning centers targeting students identified in Tier 2 and Tier 3 and enrichment students. Professional development and side-by-side coaching and modeling will be provided to all teachers incorporating data to drive differentiated centers. Coaches will provide samples of center activities that are differentiated based on the needs of the students. **4**

 S141005

### Strategy Rationale

The data indicates the need for instruction to be differentiated to meet the needs of all learners.

### Action Step 1 **5**

Coaches will assist teachers with creating rigorous learning centers identified in Tier 2 and Tier 3 and enrichment students. PD and side-by side coaching will provided to all teachers incorporating data to drive instructional centers.

#### Person Responsible

Cheryl Garner

#### Schedule

Weekly, from 9/23/2014 to 11/17/2014

#### Evidence of Completion

Lesson plans and classroom observations.

## Action Step 2 5

Teachers will be trained with the new intervention I Ready program which supports meeting the needs of all learners.

### **Person Responsible**

Tammy Lundman

### **Schedule**

Semiannually, from 11/3/2014 to 1/16/2015

### **Evidence of Completion**

Usage of the I Ready program/data from the program, I observation data and feedback

## Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Classroom Walkthroughs during the teacher observance of centers. Exit slips will be reviewed after the PD and the differentiated center activities will be reviewed by grade level admin, lesson plans will be reviewed.

### **Person Responsible**

Sarah Concepcion

### **Schedule**

Weekly, from 9/22/2014 to 11/17/2014

### **Evidence of Completion**

Performance Matters data, I observation data and feedback, I Ready data, PD exit slips will be reviewed

## Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

I-observations and classroom walkthroughs will take place during the intervention block. I-Ready data, and Performance Matters data. I observation feedback and data.

### **Person Responsible**

Sarah Concepcion

### **Schedule**

Weekly, from 9/22/2014 to 6/3/2015

### **Evidence of Completion**

I-observations and classroom walkthroughs will take place during the intervention block. I-Ready data, and Performance Matters data. I observation feedback and data.

**G1.B4** Teachers lack the knowledge of implementing the Florida Standards and shifts in practice. 2

 B096525

**G1.B4.S1** Professional development on deconstructing the standards and planning and providing rigorous standards based lessons/activities. 4

 S107719

### Strategy Rationale

Our data shows that our teachers have lack of knowledge on deconstructing the standards. Teachers need tools provided to deconstruct the standards and align the standards with rigorous activities and assessments.

### Action Step 1 5

Provide professional development on deconstructing the standards and planning and delivering rigorous standards based lessons/activities. Teachers will be provided the deconstructing process and provided support through their on-going PLCs.

#### Person Responsible

Cheryl Garner

#### Schedule

Weekly, from 8/11/2014 to 11/17/2014

#### Evidence of Completion

Classroom Observations, Lesson Plans, PLC Meeting Notes

### Action Step 2 5

Provide coaching and modeling for teachers who struggle with the implementation of standards based instruction.

#### Person Responsible

Cheryl Garner

#### Schedule

Weekly, from 8/11/2014 to 6/3/2015

#### Evidence of Completion

PLC meeting notes, I observation data and feedback

**Action Step 3** 5

Teachers are provided a guide planning day to plan for rigorous standards based lessons/activities and common assessments.

**Person Responsible**

Cheryl Garner

**Schedule**

Quarterly, from 8/6/2014 to 6/3/2015

**Evidence of Completion**

Lesson plans, meeting notes/agenda, I observation data and feedback

**Plan to Monitor Fidelity of Implementation of G1.B4.S1** 6

Monitor lesson plans for best practices/standards based lessons and focus on classroom walk-through data, PLC notes

**Person Responsible**

Sarah Concepcion

**Schedule**

Weekly, from 8/20/2014 to 6/3/2015

**Evidence of Completion**

I observation data/feedback, lesson plans, PLC meeting notes, Performance Matters data, common assessments

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1** 7

Analyze Performance Matters data, I observation data/feedback, Lesson plans

**Person Responsible**

Sarah Concepcion

**Schedule**

Weekly, from 8/20/2014 to 6/3/2015

**Evidence of Completion**

Performance matters data, I observations, OCPS Writes, PLC meeting notes

**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.B4.S1.A1	Provide professional development on deconstructing the standards and planning and delivering rigorous standards based lessons/activities. Teachers will be provided the deconstructing process and provided support through their on-going PLCs.	Garner, Cheryl	8/11/2014	Classroom Observations, Lesson Plans, PLC Meeting Notes	11/17/2014 weekly
G1.B3.S2.A1	Coaches will assist teachers with creating rigorous learning centers identified in Tier 2 and Tier 3 and enrichment students. PD and side-by-side coaching will be provided to all teachers incorporating data to drive instructional centers.	Garner, Cheryl	9/23/2014	Lesson plans and classroom observations.	11/17/2014 weekly
G1.B4.S1.A2	Provide coaching and modeling for teachers who struggle with the implementation of standards based instruction.	Garner, Cheryl	8/11/2014	PLC meeting notes, I observation data and feedback	6/3/2015 weekly
G1.B3.S2.A2	Teachers will be trained with the new intervention I Ready program which supports meeting the needs of all learners.	Lundman, Tammy	11/3/2014	Usage of the I Ready program/data from the program, I observation data and feedback	1/16/2015 semiannually
G1.B4.S1.A3	Teachers are provided a guide planning day to plan for rigorous standards based lessons/activities and common assessments.	Garner, Cheryl	8/6/2014	Lesson plans, meeting notes/agenda, I observation data and feedback	6/3/2015 quarterly
G1.MA1	Analyze Performance Matters data, I observation data/feedback, Lesson plans	Concepcion, Sarah	8/20/2014	Performance matters data, I observations, OCPS Writes, PLC meeting notes	6/3/2015 weekly
G1.B4.S1.MA1	Analyze Performance Matters data, I observation data/feedback, Lesson plans	Concepcion, Sarah	8/20/2014	Performance matters data, I observations, OCPS Writes, PLC meeting notes	6/3/2015 weekly
G1.B4.S1.MA1	Monitor lesson plans for best practices/standards based lessons and focus on classroom walk-through data, PLC notes	Concepcion, Sarah	8/20/2014	I observation data/feedback, lesson plans, PLC meeting notes, Performance Matters data, common assessments	6/3/2015 weekly
G1.B3.S2.MA1	I-observations and classroom walkthroughs will take place during the intervention block. I-Ready data, and Performance Matters data. I observation feedback and data.	Concepcion, Sarah	9/22/2014	I-observations and classroom walkthroughs will take place during the intervention block. I-Ready data, and Performance Matters data. I observation feedback and data.	6/3/2015 weekly
G1.B3.S2.MA1	Classroom Walkthroughs during the teacher observance of centers. Exit slips will be reviewed after the PD and the differentiated center activities will be reviewed by grade level admin, lesson plans will be reviewed.	Concepcion, Sarah	9/22/2014	Performance Matters data, I observation data and feedback, I Ready data, PD exit slips will be reviewed	11/17/2014 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.** Implement standard-based instruction while embedding rigorous instructional delivery, task, and assessment across content area.

**G1.B3** Teachers have difficulty planning differentiated instruction (small group tiered instruction/activities).

**G1.B3.S2** Assisting teachers with creating rigorous learning centers targeting students identified in Tier 2 and Tier 3 and enrichment students. Professional development and side-by-side coaching and modeling will be provided to all teachers incorporating data to drive differentiated centers. Coaches will provide samples of center activities that are differentiated based on the needs of the students.

### PD Opportunity 1

Coaches will assist teachers with creating rigorous learning centers identified in Tier 2 and Tier 3 and enrichment students. PD and side-by side coaching will provided to all teachers incorporating data to drive instructional centers.

#### Facilitator

Marjorie Malloy, District Marzano Coach, Cheryl Johnson, Reading Coach

#### Participants

All teachers

#### Schedule

Weekly, from 9/23/2014 to 11/17/2014

### PD Opportunity 2

Teachers will be trained with the new intervention I Ready program which supports meeting the needs of all learners.

#### Facilitator

I Ready consultant

#### Participants

All instructional staff

#### Schedule

Semiannually, from 11/3/2014 to 1/16/2015

**G1.B4** Teachers lack the knowledge of implementing the Florida Standards and shifts in practice.

**G1.B4.S1** Professional development on deconstructing the standards and planning and providing rigorous standards based lessons/activities.

**PD Opportunity 1**

Provide professional development on deconstructing the standards and planning and delivering rigorous standards based lessons/activities. Teachers will be provided the deconstructing process and provided support through their on-going PLCs.

**Facilitator**

Reading Coach, District Coach

**Participants**

All Teachers

**Schedule**

Weekly, from 8/11/2014 to 11/17/2014

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> Implement standard-based instruction while embedding rigorous instructional delivery, task, and assessment across content area.	35,200
<b>Grand Total</b>	<b>35,200</b>

### Goal 1: Implement standard-based instruction while embedding rigorous instructional delivery, task, and assessment across content area.

Description	Source	Total
<b>B1.S1.A1</b> - Substitutes for training, intervention resources	Title I Part A	0
<b>B1.S1.A1</b> - ready diagnostic and intervention program	General Fund	0
<b>B3.S2.A2</b> - Training for I Ready program	General Fund	1,400
<b>B3.S2.A2</b> - I Ready program	Title I Part A	4,000
<b>B3.S2.A2</b> - I Ready program	General Fund	9,000
<b>B4.S1.A3</b> - Planning dates for teachers to implement common assessments and rigorous standards based lessons.	Title I Part A	10,400
<b>B4.S1.A3</b> - Planning dates for teachers to implement common assessments and rigorous standards based lessons.	General Fund	10,400
<b>Total Goal 1</b>		<b>35,200</b>