

Orange County Public Schools

Cheney Elementary



2015-16 School Improvement Plan

Cheney Elementary

2000 N FORSYTH RD, Orlando, FL 32807

www.ocps.net/lc/east/ech

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	100%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	78%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	A	D	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 Orange 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
Not In DA	3	Ella Thompson
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

The school conducts and participates in several activities where members of the community are invited in to meet and discuss the community's needs. The school also provides opportunities for the parents to become familiar with the school's processes via events such as Meet the Teacher, Open House and Conference Nights. Several teachers send out surveys to the parents to collect information on incoming students (general interest survey). The first few weeks of school the teachers facilitate activities through which they get to know their students.

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

The school has developed and implemented a SAFE plan that includes adult supervision between 8:15 am and 3:30 pm. The students also have access to any adult in the building should the necessity to discuss a situation arise. Students are also provided the opportunity to review the Code of Student Conduct so that they are aware of the expectations of the school. The employees are required to maintain visibility during morning and afternoon duties as well as carry an OCPS badge at all times. CHAMPS is utilized to set norms for acceptable behavior and expectations throughout the building.

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

All teachers have been trained in the school wide behavioral expectation program, CHAMPS, which provides directions to students for expected behaviors during instructional time. Identified members of leadership are also expected to be CPI (Crisis Prevention Intervention) trained. As behavioral situations arise, teachers are expected to complete an in-house Administrative Notification Form to precede with an OCPS referral.

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

The school provides CHILL (Community Help Intervention in Life Lessons) counseling services, partially funded through Winter Park Health Foundation, to eligible students. The county also provides a Social Worker on a weekly basis. Our ESE resource teacher provides lessons on Social Skills to the ESE population. Classroom teachers also provide Learning for Life character trait education weekly. Our media Specialist will support Learning for Life character trait education with Reading Lessons during Media time.

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

Early warning systems include having data meetings for each grade level on a weekly basis to discuss students' progress or lack of progress. Also, students are pretested using iReady (K-5) and MAP (K-2) computer testing.

Warning systems include:

- *Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- *One or more suspensions, whether in school or out of school
- *Course failure in English Language Arts or Mathematics
- *A non-proficient score on the statewide, standardized assessments in English Language Arts or Mathematics
- *MTSS Process both academic and behavior
- *Flexible Daily Intervention Groups (Tier II)
- *Individualized Instruction for Tier III students

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	13	22	14	9	8	6	72
One or more suspensions	3	4	0	3	3	6	19
Course failure in ELA or Math	9	43	47	42	26	12	179
Level 1 on statewide assessment	0	0	0	0	0	0	

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	1	13	9	5	4	3	35

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

1. Flexible Daily Intervention Groups (Tier II)- each grade level has a specific time in their daily schedule for Tier II intervention classes for differentiation of instruction in reading.
2. Individualized Instruction for Tier III students- resource teachers work with identified students on specific skills 3-5 times each week for 15-30 minutes each session.
3. Tuesday/Thursday After School Tutoring- identified non-proficient students tutored using Ready Florida resources for one hour tutoring sessions.
4. Saturday Tutoring preceding FSA- tutoring for one hour of math and one hour of reading for 6-8 Saturdays.
5. Computer Labs- used for tutoring before school for identified students in grades 2-5 Reading and Math.

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/203884>.

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

The school has partnered with several businesses in the surrounding area that will be utilized in order to support the school and student achievement through tutoring, donations, school supplies and classroom help. Both business partners and faith based partners are an integral part of our community involvement as well as college students who volunteer time in classrooms throughout the week. Banks, hotels, churches, restaurants, retail stores and local colleges are all part of the ongoing partnerships sustained each year. Each partner is recognized in various ways throughout the year such as recognition on the school marquee, school Facebook page and school monthly newsletter.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Gibson, Tracey	Principal
Martinez, Margie	Instructional Coach
Padilla, Yeida	Instructional Coach
Walters-Phillips, Barbara	Instructional Coach
Kling, Amanda	Instructional Media
Ulrich, Monica	Other
Munoz, Heidi	Instructional Coach
Hale, Luz	Assistant Principal
Martin, Stephanie	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, and Assistant Principal and CRT are involved with gathering and analyzing data, identifying instructional materials and scheduling intervention times. MTSS/CRT and Staffing Specialist coordinate and conduct MTSS meetings for grade levels and for individual students and collect all necessary documentation for the MTSS process and maintain communication between teachers, itinerants, and parents. MTSS/CRT and Staffing Specialist also help teachers with interventions for behaviors and conduct staff developments regarding MTSS. CRT, Instructional Coach, Reading Coach, Media Specialist and Math/Science Coach assist teachers with lesson planning and providing guidance for resources to use that are research based and targeted for student's needs. They also deliver Tier 2 and Tier 3 interventions/enrichment. Instructional Coach works with all beginning teachers throughout the year to complete their Induction Program.

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

Assessment data and progress monitoring data is used to align differentiated instruction within Tier 1, 2, and 3 as well as to identify students' needs. Intervention time is built into the school schedule daily and students are pulled for small group instruction. Meetings are held to identify problems. Regular data meetings are held to review and analyze the existing problem and the available data. Plans are developed to establish goals. The team then meets again to review and analyze new data. Cheney engages in examining school-wide data to assist in structuring core instruction. When looking at individual students, Share Point is used to house students' data and binders are created in which all progress monitoring data, meeting notes and decision making plans are kept and available for review at any time.

Title I, Part A: Cheney Elementary is a Title I school; therefore, it receives additional federal funding for use with high needs students. The majority of our Title I funds are used to fund staff positions to provide additional instructional support. The remainder of the funds are used for staff development, instructional materials and parental involvement activities. School based after school tutoring is funded by the federal government and provides tutoring for students on campus. Retired teachers are hired as hourly certified tutors to support reading and math intervention time.

Title I, Part C- Migrant: Cheney does not have migrant students at this time. If migrant students enroll, we will obtain assistance through the district's liaison.

Title I, Part D: Our classroom teachers are fully funded through our school budget. Title One funds are not used to fund any classroom teacher or paraprofessional. Cheney maintains class size requirements by the State of Florida, grades K-3: 18 students, grades 4-5: 22 students.

Title III: Services are provided through the district for educational materials and ELL district support services to improve the education of English Language Learners. Any additional funds are distributed to the school for purchase of instructional materials. Cheney will continue using the Tejas Lee program for our bilingual students using Title III funds for support of materials, Imagine Learning software, training and substitutes.

Title X- Homeless: Homeless district and school based personnel provide resources such as clothing, school supplies, social services referrals for students identified as homeless (under the McKinney-Vento Act). Cheney hosts a number of students classified as homeless.

Supplemental Academic Instruction (SAI): SAI funds will provide tutoring services and personnel for our non-proficient students in grades 3-5. The remainder of the funds will be used to purchase instructional materials.

Violence Prevention Programs: The Orange County Sheriff's Department provides specific instruction under the MAGIC Program for fifth graders. The program culminates with the students signing a pledge to be drug and violent free. Our school has established a Red Ribbon campaign which promotes a drug free environment.

Nutrition Programs: Our Physical Education department provides instruction in how to make healthy

food choices. Students are given the opportunity to plan healthy meal selections for breakfast, lunch, snack and dinner. The food services manager displays the food pyramid which has suggested nutritional daily portion requirements for healthy eating. Cheney offers free breakfast and lunch for all students. Students are reminded each day on the morning announcements of their food choices for lunch. Dinner is provided for our students in the Extended Day Program.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Tracey Gibson	Principal
Margie Martinez-Colon	Education Support Employee
Jan Henson	Parent
Andrew Gibson	Parent
Vanessa Faberlle	Business/Community
Jay Byron	Education Support Employee
Kenneth Garza	Parent
Zulaika Hernandez	Parent

Duties

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

Evaluation of last year's school improvement plan

The leadership team met to disaggregate the available data. Once results are analyzed, the school improvement plan is revisited to see what was effective or in need of improvement. At the first SAC meeting of the new year, September 2015, the results of the plan will be discussed and revisions will be considered for the new plan.

Development of this school improvement plan

The SAC met in May to discuss the available data. SAC began brainstorming ideas for the involvement of more parents. The first meeting in the 2015-2016 school year will include a review and discussion of all available data and trends found on parent, staff and student surveys. New ideas for ways to improve student achievement will be discussed.

Preparation of the school's annual budget and plan

The SAC committee approves distribution of the SAC funds. The SAC committee also reviews the annual school budget.

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

The SAC receives limited funds, if any, each year. Cheney has \$7156.51 in its budget at this time. The SAC funds will be allocated as needed to support student achievement throughout the year.

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
Brietz, Katherine	Teacher, K-12
Kling, Amanda	Instructional Media
Munoz, Heidi	Instructional Coach
Turner, Susan	Teacher, K-12
Kelly, Stacey	Teacher, K-12
Reul, Lisa	Teacher, K-12
Edoo, Niema	Teacher, K-12
Mauser, Megan	Teacher, K-12
Ubels, Virginia	Teacher, K-12
Martin, Stephanie	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Literacy Team will provide training in the implementation of LAFS, literacy rigor, with increased focus on use of informational text with higher complexity/lexile levels. They will explore and provide resources incorporating reading and writing both in the classroom and for families. They will involve families and their students through Literacy Night, content curriculum nights and STEM connections. The LLT meets monthly to plan and facilitate the academic support for classroom teachers. They will provide training, modeling and coaching with emphasis on incorporation of evidence based writing, speaking and listening into the literacy curriculum.

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

1. Weekly PLC meetings will transpire which include focused team planning, construction of common assessments, and data collection and review.
2. Collaborative teaching will occur through ability grouped Tier II instruction.
3. Monthly/bimonthly PLC meetings will be used to discuss and plan instruction tied to Deliberate Practice as part of the teachers' professional development.

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

1. Network with colleagues to recruit highly qualified teachers: Tracey Gibson, Principal & Luz Hale, Assistant Principal
2. Ongoing staff development: Administration, Classroom teachers, Leadership team
3. Scheduled team planning and collaborative time weekly: Classroom teachers
4. Professional Learning Communities: Administration, Classroom teachers, leadership team

5. Continue hosting College Interns from local Colleges of Education: Instructional Coach-Margie Martinez Colon

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

Beginning teachers are paired with a qualified, effective teacher as their mentor. New teachers meet bimonthly and as needed with the Instructional coach for trainings on topics such as Teacher evaluation, school procedures, CHAMPS and MTSS.

New teacher: Dante Roberts

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. Collaborative Planning for each grade level in all subjects with an emphasis on deconstructing standards, student engagement and researched based high yield instructional strategies will occur. Utilization of Sharepoint, Launch.ocps.net, (IMS county Scope and Sequence/MTPs) for planning of lessons at each grade level will also occur. Classroom walk throughs by both leadership and administration will be used to ensure implementation.

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

- 1.School conference room is set up with Data wall with all students data displayed individually on data cards.
- 2.Weekly data meetings are held to update data cards and discuss the needs of various students.
- 3.Progress monitoring of Tier I and Tier II students to maintain flexible grouping is ongoing and data cards are adjusted accordingly.
- 4.Tutoring for non-proficient students begins in September after school two days a week.
- 5.Daily flexible intervention/enrichment classes are created using progress monitoring data. Various state approved intervention programs are utilized to differentiate ability groups.
- 6 Retired teachers/tutors and resource teachers are partnered with grade levels to support student achievement.

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: 3,000

After School tutoring, twice a week for one hour each session in reading or math for identified non-proficient students in grades 3-5.

Strategy Rationale

Students required small group differentiated extra reading support.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Martinez, Margie, margie.martinezcolon@ocps.net

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

Data will be collected from progress monitoring and students will be grouped accordingly.

Strategy: Weekend Program

Minutes added to school year: 960

Saturday School will be offered for Cheney non-proficient and "bubble students" beginning in February 2016 for 8 weeks. Both reading and math tutoring will be given, one hour of each subject.

Strategy Rationale

Intense reinforcement of skills taught throughout the year.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Martinez, Margie, margie.martinezcolon@ocps.net

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

Assessment to be given on the last scheduled tutoring day. Analysis of individual student results and actual FSA score correlation will determine effectiveness.

Strategy: Weekend Program

Minutes added to school year: 720

Science Camp will be offered to 4th and 5th grade students on or above grade level beginning in February 2016 for six weeks.

Strategy Rationale

Students not needing extra support in reading and math have the opportunity to attend Science Camp to receive enrichment activities in science.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Martinez, Margie, margie.martinezcolon@ocps.net

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

Data will be collected using the FCAT ScRAM science resource materials.

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

Cheney currently makes home visits to Pre K students to establish relationships between home and school. Incoming kindergarten students were given the opportunity prior to the school year to be screened with our CORE and PAST assessment in helping identify students' skill levels. Meet the Teacher is held before school starts so that students can meet their teacher and get acquainted with their classroom and school surroundings.

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

In partnership with the Barnett Honors students at UCF, Cheney 1st-5th grade students receive instruction in the AVID program for five scheduled one hour sessions each fall.

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

Students participate each year in our Teach In Week. This week's theme is STEM education and careers. Volunteers from various science/math professions visit the school to showcase their careers. Cheney supports an after school Lego/Robotics program each year.

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

We participated in The Hour of Code school-wide to ensure that our students had exposure to reading and writing code. Students participated in either teacher led or individual tutorials and received a certificate for their participation; thereby, creating an awareness and integration of STEM.

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

Cheney Elementary utilizes before school and after school tutoring to scaffold the learning for students who are not on grade level in reading and math. Saturday Academy is offered prior to state testing for eight weeks.

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:

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.

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.** Increase use of Standards Based Instruction which will lead to an increase in student achievement. (Division Priority: Accelerate Student Performance)

- G2.** Teachers and Administrators will collaborate and reflect through Professional Learning Communities to plan for and implement lessons that fully address the intent of the grade level Florida Standards thus causing an increase in student achievement (Division Priority: Invest in Human Capital).

- G3.** Increase effective use and application of the MTSS process with a focus on the behavior component. (Division Priority: Provide Empowering Environments)

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. Increase use of Standards Based Instruction which will lead to an increase in student achievement.
(Division Priority: Accelerate Student Performance) 1a

G072679

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	61.0
FSA Mathematics - Achievement	66.0
FCAT 2.0 Science Proficiency	58.0
AMO Reading - All Students	72.0
AMO Math - All Students	67.0

Resources Available to Support the Goal 2

- School based Instructional Coaches
- Test Item Specifications-Reading and Math guides for grades 3-5
- IMS
- OCPS Launch pad/Think Central
- Core Connections Writing Training

Targeted Barriers to Achieving the Goal 3

- Limited use of researched based and effective teaching strategies

Plan to Monitor Progress Toward G1. 8

iObservation data on the use of the Super Seven

Person Responsible

Tracey Gibson

Schedule

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

Evidence of Completion

iObservation data

Plan to Monitor Progress Toward G1. 8

Student assessment data

Person Responsible

Tracey Gibson

Schedule

On 5/27/2016

Evidence of Completion

student progress monitoring data

G2. Teachers and Administrators will collaborate and reflect through Professional Learning Communities to plan for and implement lessons that fully address the intent of the grade level Florida Standards thus causing an increase in student achievement (Division Priority: Invest in Human Capital). 1a

G072680

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	70.0
Math Gains	70.0
AMO Reading - All Students	72.0
AMO Math - All Students	71.0

Resources Available to Support the Goal 2

- IMS
- Launch Pad/Think Central
- Resource Teachers/Coaches

Targeted Barriers to Achieving the Goal 3

- Limited understanding of Florida Standards for planning and delivering effective instruction

Plan to Monitor Progress Toward G2. 8

Data binders will be reviewed weekly to determine progress toward the goal.

Person Responsible

Tracey Gibson

Schedule

On 5/27/2016

Evidence of Completion

Data binders with student data

G3. Increase effective use and application of the MTSS process with a focus on the behavior component.
(Division Priority: Provide Empowering Environments) 1a

G072681

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	10.0
2+ Behavior Referrals	10.0

Resources Available to Support the Goal 2

- School Based Coach
- District MTSS Coach
- District Behavior Coach
- Learning for Life Character Education Program
- CHAMPS
- CHILL Program
- CRISIS Prevention Team

Targeted Barriers to Achieving the Goal 3

- Limited knowledge and implementation of strategies to use to address behavior and social skills concerns.

Plan to Monitor Progress Toward G3. 8

Data binders will contain all required ongoing progress monitoring data of identified Tier 2 & 3 students.

Person Responsible

Yeida Padilla

Schedule

Quarterly, from 9/1/2015 to 5/27/2016

Evidence of Completion

Binder checks each quarter

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. Increase use of Standards Based Instruction which will lead to an increase in student achievement.
(Division Priority: Accelerate Student Performance) **1**

 G072679

G1.B3 Limited use of researched based and effective teaching strategies **2**

 B189641

G1.B3.S2 Through the coaching cycle, observing and providing actionable feedback to the teachers from the Leadership/Resource team. **4**

 S200991

Strategy Rationale

Teachers will use feedback to become more effective using research based instructional strategies to improve student achievement.

Action Step 1 **5**

Leadership Team trained and certified in the use of Marzano Instructional Model to Observe Teachers

Person Responsible

Tracey Gibson

Schedule

On 8/7/2015

Evidence of Completion

Certificate of Completion

Action Step 2 5

Observe and provide feedback

Person Responsible

Tracey Gibson

Schedule

Weekly, from 9/8/2015 to 5/27/2016

Evidence of Completion

iObservation

Action Step 3 5

Provide training on the Smart 7 Instructional Strategies to enhance effective instruction

Person Responsible

Margie Martinez

Schedule

Monthly, from 9/4/2015 to 5/27/2016

Evidence of Completion

Sign in Sheets and agenda

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

Meeting with Leadership Team

Person Responsible

Tracey Gibson

Schedule

On 5/27/2016

Evidence of Completion

Leadership Team Meeting Notes and iObservation data

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

Recurring observations to ensure that Standards Based Instruction is being delivered with the use of effective strategies

Person Responsible

Tracey Gibson

Schedule

Every 3 Weeks, from 8/24/2015 to 5/27/2016

Evidence of Completion

iObservation

G2. Teachers and Administrators will collaborate and reflect through Professional Learning Communities to plan for and implement lessons that fully address the intent of the grade level Florida Standards thus causing an increase in student achievement (Division Priority: Invest in Human Capital). 1

 G072680

G2.B2 Limited understanding of Florida Standards for planning and delivering effective instruction 2

 B189643

G2.B2.S2 Scheduling a time to allow for collaborative planning 4

 S200993

Strategy Rationale

Collaborative planning will lead to increase student achievement

Action Step 1 5

Create a collaborative planning calendar

Person Responsible

Tracey Gibson

Schedule

On 8/31/2015

Evidence of Completion

Agenda and meeting notes, lesson plans

Action Step 2 5

Provide an updated training on using OCPS tools for planning and delivering Instruction

Person Responsible

Margie Martinez

Schedule

On 8/18/2015

Evidence of Completion

sign in Sheet

Action Step 3 5

Provide focused grade level planning time

Person Responsible

Tracey Gibson

Schedule

Quarterly, from 8/14/2015 to 3/18/2016

Evidence of Completion

meeting notes, sign in sheet, lesson plans

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Collect notes from PLC meetings

Person Responsible

Tracey Gibson

Schedule

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

Evidence of Completion

Sign in sheets and PLC minutes

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Administration will review lesson plans

Person Responsible

Tracey Gibson

Schedule

Weekly, from 8/31/2015 to 5/27/2016

Evidence of Completion

Lesson Plans uploaded to Share Point site and check list with feedback

G3. Increase effective use and application of the MTSS process with a focus on the behavior component.
(Division Priority: Provide Empowering Environments) 1

 G072681

G3.B2 Limited knowledge and implementation of strategies to use to address behavior and social skills concerns. 2

 B189646

G3.B2.S1 Provide teachers with ongoing training of behavioral strategies and techniques to decrease negative behaviors. 4

 S200995

Strategy Rationale

A classroom where the teacher can address negative behaviors quickly and efficiently will decrease disruptions and increase student achievement

Action Step 1 5

Provide Training on Learning for Life Curriculum

Person Responsible

Tracey Gibson

Schedule

On 8/17/2015

Evidence of Completion

Sign in Sheet

Action Step 2 5

Provide MTSS training for behavior concerns

Person Responsible

Yeida Padilla

Schedule

Monthly, from 9/2/2015 to 1/4/2016

Evidence of Completion

sign in Sheet

Action Step 3 5

Training of Behavior strategies to use in the classroom

Person Responsible

Monica Ulirich

Schedule

Monthly, from 9/23/2015 to 1/20/2016

Evidence of Completion

Sign In Sheet

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Teachers will provide data graphs of behaviors in their MTSS binders.

Person Responsible

Yeida Padilla

Schedule

Monthly, from 9/1/2015 to 5/27/2016

Evidence of Completion

MTSS Binders, meeting notes, classroom anecdotal observations

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Classroom observations

Person Responsible

Tracey Gibson

Schedule

Weekly, from 9/1/2015 to 5/27/2016

Evidence of Completion

iObservation and implementation of strategies

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.S2.A1	Leadership Team trained and certified in the use of Marzano Instructional Model to Observe Teachers	Gibson, Tracey	7/20/2015	Certificate of Completion	8/7/2015 one-time
G2.B2.S2.A1	Create a collaborative planning calendar	Gibson, Tracey	8/17/2015	Agenda and meeting notes, lesson plans	8/31/2015 one-time
G3.B2.S1.A1	Provide Training on Learning for Life Curriculum	Gibson, Tracey	8/17/2015	Sign in Sheet	8/17/2015 one-time
G1.B3.S2.A2	Observe and provide feedback	Gibson, Tracey	9/8/2015	iObservation	5/27/2016 weekly
G2.B2.S2.A2	Provide an updated training on using OCPS tools for planning and delivering Instruction	Martinez, Margie	8/18/2015	sign in Sheet	8/18/2015 one-time
G3.B2.S1.A2	Provide MTSS training for behavior concerns	Padilla, Yeida	9/2/2015	sign in Sheet	1/4/2016 monthly
G1.B3.S2.A3	Provide training on the Smart 7 Instructional Strategies to enhance effective instruction	Martinez, Margie	9/4/2015	Sign in Sheets and agenda	5/27/2016 monthly
G2.B2.S2.A3	Provide focused grade level planning time	Gibson, Tracey	8/14/2015	meeting notes, sign in sheet, lesson plans	3/18/2016 quarterly
G3.B2.S1.A3	Training of Behavior strategies to use in the classroom	Ulirich, Monica	9/23/2015	Sign In Sheet	1/20/2016 monthly
G1.MA1	iObservation data on the use of the Super Seven	Gibson, Tracey	8/24/2015	iObservation data	5/27/2016 weekly
G1.MA2	Student assessment data	Gibson, Tracey	8/24/2015	student progress monitoring data	5/27/2016 one-time
G1.B3.S2.MA1	Recurring observations to ensure that Standards Based Instruction is being delivered with the use of effective strategies	Gibson, Tracey	8/24/2015	iObservation	5/27/2016 every-3-weeks
G1.B3.S2.MA1	Meeting with Leadership Team	Gibson, Tracey	8/24/2015	Leadership Team Meeting Notes and iObservation data	5/27/2016 one-time
G2.MA1	Data binders will be reviewed weekly to determine progress toward the goal.	Gibson, Tracey	8/24/2015	Data binders with student data	5/27/2016 one-time
G2.B2.S2.MA1	Administration will review lesson plans	Gibson, Tracey	8/31/2015	Lesson Plans uploaded to Share Point site and check list with feedback	5/27/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S2.MA1	Collect notes from PLC meetings	Gibson, Tracey	8/24/2015	Sign in sheets and PLC minutes	5/27/2016 monthly
G3.MA1	Data binders will contain all required ongoing progress monitoring data of identified Tier 2 & 3 students.	Padilla, Yeida	9/1/2015	Binder checks each quarter	5/27/2016 quarterly
G3.B2.S1.MA1	Classroom observations	Gibson, Tracey	9/1/2015	iObservation and implementation of strategies	5/27/2016 weekly
G3.B2.S1.MA1	Teachers will provide data graphs of behaviors in their MTSS binders.	Padilla, Yeida	9/1/2015	MTSS Binders, meeting notes, classroom anecdotal observations	5/27/2016 monthly

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. Increase use of Standards Based Instruction which will lead to an increase in student achievement.
(Division Priority: Accelerate Student Performance)

G1.B3 Limited use of researched based and effective teaching strategies

G1.B3.S2 Through the coaching cycle, observing and providing actionable feedback to the teachers from the Leadership/Resource team.

PD Opportunity 1

Provide training on the Smart 7 Instructional Strategies to enhance effective instruction

Facilitator

Margie Martinez

Participants

Classroom Teachers

Schedule

Monthly, from 9/4/2015 to 5/27/2016

G2. Teachers and Administrators will collaborate and reflect through Professional Learning Communities to plan for and implement lessons that fully address the intent of the grade level Florida Standards thus causing an increase in student achievement (Division Priority: Invest in Human Capital).

G2.B2 Limited understanding of Florida Standards for planning and delivering effective instruction

G2.B2.S2 Scheduling a time to allow for collaborative planning

PD Opportunity 1

Provide an updated training on using OCPS tools for planning and delivering Instruction

Facilitator

Margie Martinez

Participants

All Instructional Staff

Schedule

On 8/18/2015

G3. Increase effective use and application of the MTSS process with a focus on the behavior component.
(Division Priority: Provide Empowering Environments)

G3.B2 Limited knowledge and implementation of strategies to use to address behavior and social skills concerns.

G3.B2.S1 Provide teachers with ongoing training of behavioral strategies and techniques to decrease negative behaviors.

PD Opportunity 1

Provide Training on Learning for Life Curriculum

Facilitator

Leigh Taylor

Participants

All Staff

Schedule

On 8/17/2015

PD Opportunity 2

Provide MTSS training for behavior concerns

Facilitator

OCPS MTSS Liaison

Participants

All Staff

Schedule

Monthly, from 9/2/2015 to 1/4/2016

PD Opportunity 3

Training of Behavior strategies to use in the classroom

Facilitator

OCPS Behavior Coach

Participants

All Staff

Schedule

Monthly, from 9/23/2015 to 1/20/2016

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.S2.A1	Leadership Team trained and certified in the use of Marzano Instructional Model to Observe Teachers				\$0.00
2	G1.B3.S2.A2	Observe and provide feedback				\$0.00
3	G1.B3.S2.A3	Provide training on the Smart 7 Instructional Strategies to enhance effective instruction				\$0.00
4	G2.B2.S2.A1	Create a collaborative planning calendar				\$0.00
5	G2.B2.S2.A2	Provide an updated training on using OCPS tools for planning and delivering Instruction				\$65,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0711 - Cheney Elementary	Title I Part A		\$65,000.00
6	G2.B2.S2.A3	Provide focused grade level planning time				\$0.00
7	G3.B2.S1.A1	Provide Training on Learning for Life Curriculum				\$0.00
8	G3.B2.S1.A2	Provide MTSS training for behavior concerns				\$65,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0711 - Cheney Elementary	General Fund		\$65,000.00
9	G3.B2.S1.A3	Training of Behavior strategies to use in the classroom				\$32,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0711 - Cheney Elementary	Title I Part A		\$32,000.00
Total:						\$162,000.00