

Orange County Public Schools

Aloma Elementary



2015-16 School Improvement Plan

Aloma Elementary

2949 SCARLET RD, Winter Park, FL 32792

www.ocps.net/lc/east/eal

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	69%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	70%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	B	B	A

**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

Teachers are encouraged to learn about their students and their culture during the first weeks of school through a variety of activities including Open House. Meet the Teacher, prior to the start of school, also allows teachers the opportunity to talk to parents and learn more about their culture and home life. Teachers meet with parents throughout the year to ensure that the students' needs are being met both in school and out of school. Teachable moments during daily lessons and an intentional awareness when using examples in class to diversify and include cultures from children's homes occur in all classes.

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

Student safety is our number one priority at Aloma Elementary. As such, specific guidelines have been set forth regarding afternoon dismissal and student pick up from our campus. Each student is greeted by a staff member as they arrive to school, fostering an environment where students not only feel respected, but feel cherished by the staff. During school, we have implemented the "Aloma Aloha" two finger gesture to allow students to be acknowledged by faculty and administrators during classroom visits or any time when talking is not permitted.

Professional development, practice and reflection are held on a monthly basis regarding safety and emergency procedures to ensure staff is confident if an emergency situation were to occur during school hours. The school also conducts a series of drills to allow students to practice procedures in case of an emergency or severe weather.

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

Aloma Elementary School has implemented a school-wide positive behavior system through the use of Class Dojo. The system is used electronically and awards points to students for a variety of expected behaviors. Consequently, points can be taken away for not meeting expectations. Teachers were trained in all areas of the system including class set up, behaviors, awarding/deducting points, etc.

The school has also implemented specific hallway and cafeteria expectations and rules. These are posted throughout those areas and teachers review with students at the beginning of the year and as needed throughout the year.

All level 1 and 2 infractions are to be handled by the classroom teacher and documentation kept for

frequency of incidents. The school Dean/CRT supports teachers with this process and handles all infractions that are above a level 2.

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 offers counseling services through Community Help and Intervention in Life's Lessons (CHILL). The program has a counselor that is assigned to Aloma Elementary. Students are seen by the counselor through teacher referral or parent requests. The program provides counseling for a variety of emotional concerns. Services are offered to both students and parents.

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

Attendance is monitored closely by the school registrar. Students who are excessively tardy, receive parent contact either by telephone or a letter through the mail. Similarly, excessive absences are also monitored by the school registrar. Habitual truancy follows the OCPS Child Study Team process. The school's Dean monitors student suspension closely and implements a variety of interventions for students who exhibit patterns in behavior that may lead to suspension. Teachers maintain communication with parents of students who are in danger of failing or are failing a course. During data meetings, these students are discussed and plans are made to monitor the students and appropriate interventions are put in place. Students who are non-proficient on the previous year's FSA are identified and teachers monitor them closely for progress. These students also receive intervention in the subject(s) that they were unsuccessful in the previous year.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	12	18	14	7	9	9	69
One or more suspensions	0	0	2	1	1	1	5
Course failure in ELA or Math	10	20	21	58	26	28	163
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	3	5	7	7	1	2	25

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

The resource team first identifies the students that fall within any of the categories in the early warning system. Meetings are held with the parents of students who have attendance issues. These

meetings allow the team to discuss the benefits of student attendance and how their child's attendance affects their academic success. Incentives are given to students for exhibiting the expected behavior to lower the risk of behaviors that lead to suspension. Also, academic interventions for Tier 2 and Tier 3 students occur daily. Students receive interventions during "Walk to Read" based on their current ability, including enrichment for above grade level students. Teachers also receive professional development and support to insure that differentiated instruction is occurring within the classroom. Aloma Elementary School also has several computer based programs that are used as intervention, practice/fluency and enrichment. The programs include FASTT Math, iStation and Achieve 3000.

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?

No

PIP Link

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

Description

Involvement of parents has been found to have a positive effect on student achievement. As such, Aloma Elementary School makes every effort to involve parents at school. Teachers are able to communicate with parents through Class Dojo by sending messages as well as pictures that depict their child interacting in class. Aloma boasts a very active Facebook page where parents are kept current on Aloma news and events.

At the beginning of the school year, every student receives a planner. This allows a daily two-way communication between parents and the classroom teachers. A digital newsletter is published weekly by the school principal to inform parents of what to expect for the upcoming week. Parents are invited and encouraged to volunteer at the school whenever they are available. This includes becoming an active part of our PTA.

Aloma also hosts a variety of events that encourage parents to be involved in our school community. Florida Standards Assessment Night, report card conferences and Open House are events that keep parents informed about student academics. The school also hosts several performances for multiple grade levels. The PTA hosts Breakfast with Grandparents, fall and spring Family Fun Nights, roller skating events and other similar type events throughout the school year.

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 Partners in Education program links businesses and organizations with schools in relationships that enhance student learning and promote school improvement. At Aloma Elementary, we have partnered with several local businesses that provide services and goods for the success of our students and faculty. Our current partners are:

Checkers Restaurant

Full Sail University

Johnny's Diner

Mellow Mushroom Restaurant

Beyond Our Dreams Daycare

Championship Martial Arts
Source of Athletics Daycare
Martial Arts World Daycare
Winter Park Cheer Athletics
Orlando Taekwondo Daycare
Our list will continue to grow throughout the year.

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
Sanders, Jennifer	Principal
Mondesir, Mari	Other
Engler, Nicole	Other
Phelps, Christy	Dean
Garbiras, Nicole	Instructional Coach

Duties

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

Principal: Jennifer Sanders - Provides a common vision for the use of data-based decision-making; ensures that the school-based team is implementing MTSS; conducts assessment of MTSS skills of school staff; guarantees implementation of intervention support and documentation; endorses adequate professional development to support MTSS implementation; and communicates with parents regarding school-based MTSS plans and activities.

Dean/CRT: Christy Phelps - Monitors discipline and implements intervention; develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection and data analysis; participates in the design and delivery of professional development; provides support for assessment and implementation monitoring; provides guidance on K-12 Reading Plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans; as well as facilitates a grade level intervention group.

Instructional Coach (Reading): Nicole Garbiras - Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection and data analysis; participates in the design and delivery of professional development; provides support for assessment and implementation monitoring; provides guidance on K-12 Reading Plan; facilitates and supports data collection activities; assists in data analysis; provides professional

development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plans; and facilitates a grade level intervention group.

Exceptional Student Education (ESE) Teacher/Staffing Specialist: Nicole Engler - Participates in student data collection; integrates core instructional activities/materials into Tier 3 instruction; collaborates with general education teachers through such activities as co-teaching to ensure that SWD are receiving differentiated and rigorous instruction; monitors the implementation of all IEPs and 504 plans; and facilitates a grade level intervention group.

CCT/Technology: Mari Mondesir - Provides support with Class Dojo to teachers and parents as needed; monitors ELL students; ensures that teachers are using appropriate strategies to safeguard student success; serves as the Spanish translator and supports the ELL parents; facilitates Rosetta Stone, Imagine Learning, and MPLC as well as a grade level intervention group.

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

The Leadership Team supports MTSS around one question: How do we develop and maintain a problem-solving system to bring out the best in our school, our teachers and in our students? The team meets bi-monthly to engage in the following activities: review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are performing on the standards assessed as meeting/exceeding, at moderate risk or at high risk for not meeting the standards. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Headstart housed at Aloma coordinates with our PreK teacher and with our kindergarten teachers to discuss readiness for PreK and for kindergarten. SAI (Supplemental Academic Instruction)/Targeted Assistance funds are used to fund our Resource Reading, Teacher position. The teachers will increase their understanding of these strategies, plan and incorporate them into daily lessons.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Jennifer Sanders	Principal
Rebecca Pendleton	Parent
Raquel Rodriguez	Education Support Employee
Asenath Walters	Teacher
Kevin Ploche	Business/Community
Michael Dones	Business/Community

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 School Advisory Council met and determined that the shift to a more rigorous academic environment, based on the Florida Standards, was being well-received by parents. The addition of free academic enrichment clubs to ensure that all students, regardless of SES, were able to expand their learning opportunities was one of the most favored changes by parents.

Development of this school improvement plan

The School Advisory Council meets monthly to monitor the progress of the goals of the School Improvement Plan. The SAC Chair attends the district training for SAC to help in the development of the school improvement plan.

Preparation of the school's annual budget and plan

The principal shares the administration's plan for teacher professional development, technology enhancements and other program related data at the final SAC meeting of the year. Input is given and the school principal may make adjustments based on this feedback.

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

The school improvement allocation for the Budget year 2015-2016 is \$41,200. This incorporates several levels of professional development for teachers on standards-based curriculum, formative and common assessments.

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
Sanders, Jennifer	Principal
Phelps, Christy	Dean
Garbiras, Nicole	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The major initiative of the LLT is to provide support to promote literacy in reading, math, writing and science. The LLT will do this by helping in the implementation of a variety of reading book clubs. Accelerated Reader has also become part of the school culture. The LLT ensures that students are able to reach and display their goals within each grade level. Every student reads in the morning before class starts and is encouraged to take AR quizzes. Additionally, the school principal selects a book every week and showcases that book on the morning announcements inviting students to read the book.

Public and Collaborative Teaching

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

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Each team member assumes a leadership role within the grade level (business leader, PLC leader, technology leader, etc.) as opposed to a single team leader. Lesson planning is done collaboratively with team members and also with members of the resource team. Teachers are offered professional development in all areas of concerns as well as new district initiatives.

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

The school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school are as follows:

1. Advertise position/review applicant information, (School Secretary/Principal)
2. Contact references, (Principal)
3. Team/individual interviews of candidates, (Principal/Leadership Team/Team Members)
4. Provide training and support to new hires, (Principal/Leadership Team/Team Members)
5. Continued support and professional development, (Principal/Resource Team)

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

Veteran teachers are paired with new teachers to allow them the opportunity to collaborate and share strengths. Teachers are paired on the same grade level. Both teachers take turns throughout the year observing a lesson and reflecting on it afterwards. Teacher pairs are expected to have meetings to discuss success and concerns in all areas including student achievement, parent interactions, support, etc.

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

Teachers use a variety of data to differentiate instruction. Pre-assessment data is used to determine student knowledge prior to beginning a lesson. Teachers utilize a variety of strategies to differentiate instruction including visuals, small group, teacher led group, explicit pre-printed notes and chunking of material. Data is monitored through MTSS. Teachers conduct data chats with students and students are responsible for updating their data on the class visual data wall.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 2,040

Academic clubs:
-Chess
-Science Olympiad
-Math Olympiad
-Legos/Robotics
-Battle of the Books
-Coding
-Girls on the Run
-Garden Gnomes

Strategy Rationale

Students are receiving enrichment through a variety of academic and social clubs that are open to all students free of charge.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Sanders, Jennifer, jennifer.sanders@ocps.net

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

Participation rate for weekly meetings and at district-level competitions.

Strategy: Before School Program

Minutes added to school year: 5,440

Computer lab
-Achieve 3000
-Fastt Math

Strategy Rationale

Students are receiving additional time on the computer to practice reading comprehension and math fluency for students in grades 3-5.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Sanders, Jennifer, jennifer.sanders@ocps.net

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

Data is collected through progress monitoring and discussed at bi-monthly data meetings.

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

The PreK teacher collaborates with the kindergarten team and with the Headstart team to help students transition from PreK into kindergarten. The school conducts a Meet the Teacher day. Parents and students have an opportunity to visit their classroom to get information and preparation strategies for entering kindergarten. Students leaving Aloma at the end of 5th grade will go on an informational field trip and take a tour of Glenridge Middle School.

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

Aloma Elementary School has established a collegiate culture throughout the campus. Teachers and students are encouraged to wear collegiate shirts on Fridays. Teachers are encouraged to talk about the college shirt that they are wearing, including where the college is located. In addition, teachers post on their classroom doors signage of the college/university they attended, the degree they earned and the school's location.

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

At this time, there are no technical certifications offered to students at Aloma Elementary. For future discussions with SAC, Microsoft certifications in the areas of word processing, spreadsheets and presentations will occur to determine feasibility of cost and implementation.

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

Activities such as Teach In and the implementation of Destination College techniques allow students to be exposed to career and technical information.

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

Aloma Elementary has tutoring in place to support students who are not on grade level in reading and math which is an indicator for the High School Feedback Report.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

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Problem Identification Summary

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

Problem Analysis Summary

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

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.** Aloma Elementary School will increase use of standards-based instruction which will lead to an increase in student achievement. (Division Priority: Accelerate Student Performance)

- G2.** Stakeholders will collaborate and reflect 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: Ensure Career and College Readiness)

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. Aloma Elementary School will increase use of standards-based instruction which will lead to an increase in student achievement. (Division Priority: Accelerate Student Performance) 1a

G072715

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	54.0
FSA English Language Arts - Achievement	63.0
FCAT 2.0 Science Proficiency	60.0

Resources Available to Support the Goal 2

- Language Arts Florida Standards (LAFS), Mathematics Florida Standards (MAFS), Core Curriculum Materials: Journeys Reading Series, Go Math, IMS online resources, Achieve 3000, iStation, Fastt Math, Triand, and MAP

Targeted Barriers to Achieving the Goal 3

- Teacher knowledge in assessments tied to standards.

Plan to Monitor Progress Toward G1. 8

The leadership team will use data from a variety of assessments focused on the Florida Standards to determine improvement in student achievement throughout the year.

Person Responsible

Jennifer Sanders

Schedule

Monthly, from 9/7/2015 to 6/8/2016

Evidence of Completion

chapter/unit test results, MAP test results, and formative assessment results

G2. Stakeholders will collaborate and reflect 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: Ensure Career and College Readiness) 1a

G072716

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	54.0
FSA English Language Arts - Achievement	63.0
FCAT 2.0 Science Proficiency	60.0

Resources Available to Support the Goal 2

- Language Arts Florida Standards (LAFS), Mathematics Florida Standards (MAFS), Core Curriculum Materials: Journeys Reading Series, Go Math, IMS online resources, Achieve 3000, iStation, Fastt Math, Triand, and MAP

Targeted Barriers to Achieving the Goal 3

- Differentiated support to close gaps in student achievement.

Plan to Monitor Progress Toward G2. 8

The leadership team will use data from the assessments focused on the Florida Standards to determine gaps closing in student achievement throughout the year.

Person Responsible

Jennifer Sanders

Schedule

Biweekly, from 9/7/2015 to 6/8/2016

Evidence of Completion

Florida Standards assessment results

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. Aloma Elementary School will increase use of standards-based instruction which will lead to an increase in student achievement. (Division Priority: Accelerate Student Performance) **1**

 G072715

G1.B1 Teacher knowledge in assessments tied to standards. **2**

 B189736

G1.B1.S1 Provide training for teachers on formative assessments. **4**

 S201092

Strategy Rationale

This will allow teachers to become fluent in creating and using formative assessments.

Action Step 1 **5**

Plan the orientation on formative assessments for all instructional staff.

Person Responsible

Jennifer Sanders

Schedule

On 8/7/2015

Evidence of Completion

Agenda, Planning timeline, and PD Calendar

Action Step 2 5

Provide professional development to teachers on formative assessments.

Person Responsible

Jennifer Sanders

Schedule

Monthly, from 8/17/2015 to 6/8/2016

Evidence of Completion

Sign-in sheet and agenda

Action Step 3 5

Teachers participate in creating formative assessments with resource teachers.

Person Responsible

Jennifer Sanders

Schedule

Biweekly, from 8/17/2015 to 6/8/2016

Evidence of Completion

completed formative assessment

Action Step 4 5

Monitor the implementation of the standards-based instruction during daily class instruction.

Person Responsible

Jennifer Sanders

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

classroom walkthroughs and iObservation data

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

The leadership team will meet on a weekly basis to review information from walkthroughs, observations, and submitted lesson plans to determine the next steps for upcoming professional development.

Person Responsible

Jennifer Sanders

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Leadership meeting notes, feedback to teachers from coaches, professional development calendar

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

Classroom observations will determine the effectiveness of professional development.

Person Responsible

Jennifer Sanders

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

iObservation, student assessment data, common planning

G2. Stakeholders will collaborate and reflect 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: Ensure Career and College Readiness) 1

G072716

G2.B2 Differentiated support to close gaps in student achievement. 2

B189739

G2.B2.S1 Use PLC meetings for differentiated support. 4

S201099

Strategy Rationale

This will ensure that teachers are discussing how to differentiate the support to close the gaps in student achievement.

Action Step 1 5

Plan the orientation on PLC meetings for instructional staff.

Person Responsible

Jennifer Sanders

Schedule

On 8/7/2015

Evidence of Completion

Agenda, Planning timeline, and PD Calendar

Action Step 2 5

Provide professional development for teachers on purposeful PLC meetings for instructional staff.

Person Responsible

Jennifer Sanders

Schedule

Monthly, from 8/17/2015 to 6/8/2016

Evidence of Completion

Sign-in sheet and agenda

Action Step 3 5

Monitor the implementation of purposeful PLC meetings.

Person Responsible

Jennifer Sanders

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

PLC minutes, PLC feedback forms

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

The leadership team will meet on a weekly basis with the grade levels to observe their PLC and provide feedback.

Person Responsible

Jennifer Sanders

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

PLC minutes, observation, PLC feedback form

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Assessments will determine the effectiveness of the professional development.

Person Responsible

Jennifer Sanders

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Student assessment data

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.B1.S1.A1	Plan the orientation on formative assessments for all instructional staff.	Sanders, Jennifer	8/3/2015	Agenda, Planning timeline, and PD Calendar	8/7/2015 one-time
G2.B2.S1.A1	Plan the orientation on PLC meetings for instructional staff.	Sanders, Jennifer	8/3/2015	Agenda, Planning timeline, and PD Calendar	8/7/2015 one-time
G1.B1.S1.A2	Provide professional development to teachers on formative assessments.	Sanders, Jennifer	8/17/2015	Sign-in sheet and agenda	6/8/2016 monthly
G2.B2.S1.A2	Provide professional development for teachers on purposeful PLC meetings for instructional staff.	Sanders, Jennifer	8/17/2015	Sign-in sheet and agenda	6/8/2016 monthly
G1.B1.S1.A3	Teachers participate in creating formative assessments with resource teachers.	Sanders, Jennifer	8/17/2015	completed formative assessment	6/8/2016 biweekly
G2.B2.S1.A3	Monitor the implementation of purposeful PLC meetings.	Sanders, Jennifer	8/24/2015	PLC minutes, PLC feedback forms	6/8/2016 weekly
G1.B1.S1.A4	Monitor the implementation of the standards-based instruction during daily class instruction.	Sanders, Jennifer	8/24/2015	classroom walkthroughs and iObservation data	6/8/2016 weekly
G1.MA1	The leadership team will use data from a variety of assessments focused on the Florida Standards to determine improvement in student achievement throughout the year.	Sanders, Jennifer	9/7/2015	chapter/unit test results, MAP test results, and formative assessment results	6/8/2016 monthly
G1.B1.S1.MA1	Classroom observations will determine the effectiveness of professional development.	Sanders, Jennifer	8/24/2015	iObservation, student assessment data, common planning	6/8/2016 weekly
G1.B1.S1.MA1	The leadership team will meet on a weekly basis to review information from walkthroughs, observations, and submitted lesson plans to determine the next steps for upcoming professional development.	Sanders, Jennifer	8/24/2015	Leadership meeting notes, feedback to teachers from coaches, professional development calendar	6/8/2016 weekly
G2.MA1	The leadership team will use data from the assessments focused on the Florida Standards to determine gaps closing in student achievement throughout the year.	Sanders, Jennifer	9/7/2015	Florida Standards assessment results	6/8/2016 biweekly
G2.B2.S1.MA1	Assessments will determine the effectiveness of the professional development.	Sanders, Jennifer	8/24/2015	Student assessment data	6/8/2016 weekly
G2.B2.S1.MA1	The leadership team will meet on a weekly basis with the grade levels to observe their PLC and provide feedback.	Sanders, Jennifer	8/24/2015	PLC minutes, observation, PLC feedback form	6/8/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Aloma Elementary School will increase use of standards-based instruction which will lead to an increase in student achievement. (Division Priority: Accelerate Student Performance)

G1.B1 Teacher knowledge in assessments tied to standards.

G1.B1.S1 Provide training for teachers on formative assessments.

PD Opportunity 1

Provide professional development to teachers on formative assessments.

Facilitator

Christy Phelps, Nicole Garbiras, Nicole Engler, Mari Mondesir, and Jennifer Sanders

Participants

All instructional staff members

Schedule

Monthly, from 8/17/2015 to 6/8/2016

PD Opportunity 2

Teachers participate in creating formative assessments with resource teachers.

Facilitator

Christy Phelps, Nicole Garbiras, Nicole Engler, Mari Mondesir, and Jennifer Sanders

Participants

All Instructional staff members

Schedule

Biweekly, from 8/17/2015 to 6/8/2016

G2. Stakeholders will collaborate and reflect 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: Ensure Career and College Readiness)

G2.B2 Differentiated support to close gaps in student achievement.

G2.B2.S1 Use PLC meetings for differentiated support.

PD Opportunity 1

Provide professional development for teachers on purposeful PLC meetings for instructional staff.

Facilitator

Christy Phelps, Nicole Garbiras, Nicole Engler, Mari Mondesir, and Jennifer Sanders

Participants

All instructional staff members

Schedule

Monthly, from 8/17/2015 to 6/8/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Plan the orientation on formative assessments for all instructional staff.				\$0.00
2	G1.B1.S1.A2	Provide professional development to teachers on formative assessments.				\$0.00
3	G1.B1.S1.A3	Teachers participate in creating formative assessments with resource teachers.				\$0.00
4	G1.B1.S1.A4	Monitor the implementation of the standards-based instruction during daily class instruction.				\$0.00
5	G2.B2.S1.A1	Plan the orientation on PLC meetings for instructional staff.				\$0.00
6	G2.B2.S1.A2	Provide professional development for teachers on purposeful PLC meetings for instructional staff.				\$13,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	140-Substitute Teachers	1401 - Aloma Elementary	General Fund		\$3,000.00
	2110	100-Salaries	1401 - Aloma Elementary	General Fund		\$10,000.00
			<i>Notes: Partial salary of resource teachers.</i>			
7	G2.B2.S1.A3	Monitor the implementation of purposeful PLC meetings.				\$0.00
					Total:	\$13,000.00