

Blankner K 8

2500 S MILLS AVE, Orlando, FL 32806

www.ocps.net/lc/southwest/eb1

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Combination	No	39%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	37%

School Grades History

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

Although each teacher addresses the process of learning about their students' cultures and building relationships differently, there are certain themes that are carried throughout the campus. The first example of reaching out to learn about student's individual and cultural needs is when kindergarten parents are encouraged to send a letter to the principal describing any information that they think important to share that might be helpful in placing students. Usually what is included in these letters is information about the shyness or outgoing nature of students or any medical issues that they have encountered in their young lives. However, sometimes parents choose to share cultural or religious information.

Once the school year starts, teachers of all grade and curriculum areas have an introductory assignment, appropriate for the developmental age of the student, whereby students and parents are asked to share about the child. They are asked to share about family structure and needs, learning styles, and specific goals for the student for the upcoming year. Upper grade students, this activity is usually in the form of a letter to the teacher. In younger grades, it is usually a letter or questionnaire format for the parents early in the year. Later in the year, students are given the chance to be class Student of the Week where they create posters and share with their class about their family.

The basic expectation at Blankner is that students and teachers will build relationships through respectful interaction in the learning and discovery process. During the educational year, students explore cultural differences in celebrating holidays and personal milestones. These explorations are often through the social studies curriculum, but are also a common theme in language arts through readings and writings, and in the fine arts programs. Because the campus houses the Deaf and Hard of Hearing program for middle school students in OCPS, deaf-culture is often discussed in classrooms. To help promote deaf-culture, students of all ages have the opportunity to join a sign language club and/or Blankner Buddies club. Having these conversations at an early age helps foster a sense of respect towards people with disabilities.

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

Blankner creates an environment where students feel safe before and after school and throughout the school day by ensuring adult supervision is in place. At all times, there is a physical boundary that only staff-members, students and registered guests may cross. For students at the start of the school day, there are designated locations where students spend their mornings if they arrive prior to the start of the official school day. All students who arrive prior to 7:45 are given a safe location in the school cafeteria. This location is monitored by two paraprofessionals. Very few students arrive to school this early, but for families who need to leave for work early, they know their child is safe and supervised. At 7:45, there are three locations that students can report, depending upon their grade,

all with adequate supervision. These locations are the cafeteria for primary elementary students, gymnasium for intermediate elementary students, and the court and garden areas for middle school students. Additionally, students have access to the media center. Morning tutoring by teachers, various clubs, and other activities are available.

During the school day, the teachers are in the halls to help monitor safe passing times. Routines are taught and practiced so that transitions are smooth and safe. There is plenty of supervision at lunch. Social skills development, bully lessons, class meetings, and character education activities occur through guidance lessons. Mentors, peer counselors, and many high school volunteers work with students helping to build their academic and personal confidence.

After school, dismissal procedures ensure students are supervised and safe until they are off school grounds. Teachers share responsibility to cover designated areas to help aid in supervision, and administrators and paraprofessionals have more frequent coverage responsibilities.

A basic tenet of Blankner's community culture has to do with respect and safety through the requirement that all students wear uniforms. This helps with safety because at a quick glance it is easily determined if there are any students who do not belong on campus. This helps build respect because it eliminates the distinction that is sometimes apparent between the different socio-economic groups that make up Blankner. A well-stocked clothes closet of gently used uniforms ensures that all students are able to come to school in clean, well-fitting uniforms. The PTSA financially supports a Love Pantry that keeps food in stock for families in need.

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

A new initiative developed by the trained Positive Behavior Systems (PBS) Team is Blankner's P.A.W.S Program. Based on information gathered from parent, staff, and student surveys, a school-wide plan to encourage students to be Prepared, Accountable, Welcoming, and Supportive was developed and implemented. Students are recognized for demonstrating these traits.

An established protocol that is used to keep students engaged during instructional time is the use of planners to document when/if students have had minor discipline issues, such as being off task or unprepared to work. This is done both at the elementary and middle school levels. At the elementary level, students who finish the week with less than a targeted number of infractions can participate in a reward activity. Those that exceed the targeted number are kept from participating in the reward activity. In middle school, the consequence is a morning detention. Additionally, the administrative team is committed to pushing in and being a presence in a classroom where a student is experiencing difficulties, rather than immediately pulling the student out of the class. A teacher is used for the in-school suspension room so students in this room can receive academic support.

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 social-emotional needs of Blankner students are met through classroom programs and individual or small group interventions. Classroom programs include class meetings held by individual teachers, classroom guidance lessons by the school guidance counselors, bully prevention lessons by the dean and counselors, and Character Education activities within classrooms and the entire school. Blankner has a very active mentor program and each year between 50 and 75 students are paired with adult mentors. The vast majority of these mentors meet with students either during their lunch time or before school. If they are working with them during the school day, their focus of work is usually in building student confidence on academics. Many of our mentors stay involved with their student for more than a single year, and they often become trusted adults in the student's life.

Eighth grade students who are Peer Counselors are trained in human need fulfillment, the basics of active listening, and problem solving techniques so they can help build up their assigned students' confidence and self-esteem as they work with them on academics. School guidance counselors are

available to work with students on social-emotional issues as needed. If students continue to experience difficulty with issues, counselors have a number of mental health counselors and agencies that they refer out to help students get the social-emotional support they might need. Additionally, Blankner has a full-time nurse who works closely with the counselors as often times a medical situation arises and the student then needs supports to navigate through the feelings and difficulties they are having as related to the health issue. If a student's situation seems to warrant a threat assessment, the administrative team has a comfort level in using that district tool to help determine what plan of action might be needed to ensure that all students are safe and receiving the support and help they warrant.

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

Teachers closely monitor attendance and report to the Child Study Team when absences become a concern.
 Six staff members were trained in Positive Behavior Support (PBS) and will implement strategies to reduce suspensions.
 Daily intervention time is scheduled in all elementary classes.
 Course recovery options are available for middle school 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	6	7	8		
Attendance below 90 percent	13	2	6	8	5	8	9	6	14	71	
One or more suspensions	0	1	1	6	7	3	5	9	15	47	
Course failure in ELA or Math	14	11	11	24	14	29	7	9	7	126	
Level 1 on statewide assessment	0	0	0	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	6	7	8		
Students exhibiting two or more indicators	3	1	3	4	2	4	4	4	7	32	

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

Weekly MTSS meetings specifically focus on the students identified above. Interventions are discussed and implemented.
 Teachers participate in PLC (Professional Learning Community) and Data Meetings twice per week to discuss the needs of all students with an emphasis on at-risk students. Standards are deconstructed and formative assessments are developed and analyzed during these meetings.
 Monthly professional development is scheduled for the first Wednesday of each month.

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

Communication is essential in working towards increasing parental involvement. A Stellar Customer Service Plan was developed with a focus on ways to provide timely and accurate information to the parents and community. Utilizing a weekly electronic newsletter and social media outlets Facebook and Twitter, Blankner increases the speed and frequency of the dissemination of information. Traditional methods of a parent calendar, paper newsletter, student planners, and voice messages to homes ensure all families are being reached. Events at the beginning of the year such as the BooHoo/Yahoo Breakfast and Play Date at the Park for kindergarten parents, new parent orientation, and volunteers and business partners' thank you and informational breakfast, gives parents and partners a way to connect to the school. A report card conference night during the year provides parents detailed information regarding their child's progress.

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 well-established Foundation of Blankner has been an integral part in securing resources for the school. In addition to the Blankner Foundation, a dedicated Partners-In-Education coordinator created a detailed recruitment process for local businesses to select their level of involvement with the school. With the weekly electronic newsletter, the school is able to recognize these businesses for their outstanding support. Recognition breakfast meetings are held to acknowledge our ADDition volunteers and business partners.

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
Rummler, Marc	Principal
Brown, Mark	Assistant Principal
Adams, Kyle	Dean
Preston, Patty	Instructional Coach
Hines, Michelle	Instructional Coach
Rimmer, Liz	Guidance Counselor
Schattauer, Joanne	Guidance Counselor
Shutts, Patti	Other
Moricle, Elizabeth	Other
Leathers, Amanda	Teacher, K-12
Moenssens, Patty	Instructional Media

Duties

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

The leadership team meets weekly to analyze school-wide data and formulate a plan for continuous improvement.

Administrators - monitor classroom instruction and provide feedback to teachers accordingly, facilitate and participate in weekly PLC's (Professional Learning Communities) and Data Meetings , analyze school-wide and grade level data, and review lesson plans.

Dean - implements and oversees school-wide behavior plan to ensure students are only removed from the instructional environment when necessary.

Instructional Coaches - administer diagnostic testing and provide intervention support and resource materials to grade levels and individual teachers, provide professional development, assist teachers in the creation of formative assessments, and assist teachers in the development and implementation of their deliberate practice plans. Also serve as MTSS coaches.

Guidance Counselors - Middle school counselor develops and monitors student schedules, and addresses social/emotional needs of students (6-8) identified by teachers. Elementary school counselor addresses social/emotional needs of students (PK-5) as identified by teachers. Counselors review student cumulative records to assist with intervention design and progress monitoring.

Staffing Specialist (Shutts) & CCT (Moricle)- assist teachers in identifying appropriate academic and behavioral interventions for students.

Media Specialist - provides reading materials for students at their level and conducts classroom lessons.

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

Focused discussions on common planning, deconstruction of standards, and the development of meaningful lessons occur during weekly PLC meetings. The creation of common formative assessments and analysis of the data occur weekly during Data Meetings. These meetings identify the needs of all students and provide support and materials as needed. Recognizing that intervention and enrichment materials, as well as progress monitoring programs, can have a computer-based component, the Blankner Foundation has been utilized to upgrade and enhance the computer labs,

provide lap tops, and increase wireless capabilities. For students needing additional time to master concepts, before school and after school tutoring programs will be implemented utilizing Supplemental Academic Instruction funds.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Marc Rummler	Principal
Nimesh Bhavsar	Parent
Julie Bowyer	Business/Community
Alana Nunez Bennett	Business/Community
Lauren Stanley	Education Support Employee
Maudrie Fleming	Teacher
Patrica Peaden	Teacher
Olivia Vega	Teacher
Bob Hagerman	Teacher
Ana Suarez	Teacher
Princess Lock	Parent
Carleen Flynn	Parent
Lydia Kiser	Parent
Lisa Nieves	Teacher
Troy Bennett	Business/Community
Kim Hawkins	Parent
Mike Conley	Parent
Jose Garrido	Parent
Michele Miller	Teacher
Ami Perez	Teacher
Danielle Conley	Parent
Mark Arias	Parent
Sean DeAvila	Parent
Melissa Ramb	Parent
Karen Von Rabenau	Parent
Judi Hayes	Parent
Tracy Murphy	Parent
Jennifer Hammes	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 principal presented the School Improvement Plan (SIP) to the staff and stakeholders at the beginning of the school year. The SIP was evaluated by the School Advisory Council (SAC) at the mid-point and end of year. The SIP was reviewed by staff at the end of the year. Parent, staff and student survey data was utilized to evaluate the SIP.

Development of this school improvement plan

The SAC provided input throughout the year on all aspects of the school improvement plan, with an emphasis on overcoming barriers. School data, including survey data, was analyzed and discussed. The SAC agendas focused on specific areas each month and also allowed time for open discussion.

Preparation of the school's annual budget and plan

During monthly SAC meetings, academic programs and resources used and needed are discussed and reviewed. Priorities are developed throughout the year. When the budget process starts in the spring, SAC takes an active role in prioritizing the staffing, programmatic, and technological needs of the school.

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

Classroom student magazines were purchased in the amount of \$5,331 to support the SIP goal to enhance student achievement.

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
Rummler, Marc	Principal
Hines, Michelle	Instructional Coach
Miller, Sarah	Teacher, K-12
Berner, Allison	Teacher, K-12
Leathers, Amanda	Teacher, K-12
Kelly, Moira	Teacher, K-12
Boslet, Kate	Teacher, K-12
Knott, Ashley	Teacher, K-12
Houston, Gay	Teacher, K-12
Wallace, Diona	Teacher, ESE
Shutts, Patti	Other
Altensee, Erika	Teacher, K-12
Hanson, Rebecca	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Initiatives for the Literacy Leadership Team (LLT) during the 2015-2016 school year include Read for the Record, Family Literacy Night and Celebrate Literacy Week. The Blankner Spelling Bee will be conducted in January 2016 and the LLT committee will sponsor the participation of our 5th & 8th grade students in the Modern Woodman's Oration Contest in the spring. Battle of the Books' Teams will be created and will attend competitions. The library was open one day per week over the summer to promote literacy.

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

The school's Professional Learning Communities (PLCs) meet weekly with administration and the instructional coach to common plan, deconstruct standards, and developed rigorous lessons. The weekly Data Meetings focus on the development and analysis of common formative assessments.

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

Blankner School has very little teacher turnover. When a position becomes available, many highly qualified candidates apply. The administrators are assisted by grade level or instructional leaders to conduct interviews. Teachers new to Blankner, novice and experienced, have introductory meetings and are provided a mentor.

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

Beginning teachers are paired with highly qualified teachers familiar with the subject or grade level being taught. The mentor and beginning teacher meet frequently and have a formal, documented meeting at least once a month.

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 State Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida State 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**

All classes in elementary school provide a daily intervention time for at-risk students. Data is reviewed to determine the students who need additional assistance. By reviewing the data frequently, teachers are able to focus only on the students who need help understanding a particular concept. A reading

teacher is available for students who need additional time in a small group setting. In middle school, a support facilitation model is implemented for students needing additional support. In 7th and 8th grades, teachers with dual certification (content area and exceptional education) work with at-risk students.

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: Summer Program

Minutes added to school year: 3,000

Blankner School offers opportunities outside the regular classroom to experience STEM activities. Incoming 2nd through 5th grade students are offered the opportunity to participate in STEM activities in the Blankner Science Camp. Two (2) one-week sessions are held over the summer.

Strategy Rationale

To provide enrichment activities in the areas of math and science for high achieving students

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Hines, Michelle, michelle.hines@ocps.net

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

Most data collected during the STEM activities is observational. Science benchmark, FCAT Science, and FSA Math scores will be tracked for the students that participate in the various STEM activities.

Strategy: After School Program

Minutes added to school year: 1,200

A team of elementary students and a team of middle school students compete in a Science Olympiad. Students in 6th, 7th, and 8th grades have the opportunity to participate in The Stock Market Game. The online program helps students build a fundamental understanding of investing while providing them with real world skills practice in math and economics. Eighth grade students participate in a school level Science Fair. Twenty-five 8th grade students visit the Naval Air Warfare Center Training Systems Division to experience firsthand careers in STEM related fields.

Strategy Rationale

To provide enrichment and real-world opportunities for students

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Preston, Patty, patricia.preston@ocps.net

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

Most data collected during the STEM activities is observational. Science benchmark, FCAT Science, and FSA Math scores will be tracked for the students that participate in the various STEM activities.

Strategy: After School Program

Minutes added to school year: 2,160

After school tutoring will be offered to at-risk students. Students will participate in two sessions per week for 18 weeks. Transportation will be provided.

Strategy Rationale

To provide more time and instruction for at-risk students to gain the necessary knowledge and skills to be successful

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Brown, Mark, mark.brown@ocps.net

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

Each tutoring group will be unique in content area and grade level. Each teacher will collect data weekly. Data will be analyzed and program changes will be made accordingly.

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 pre-kindergarten students visit kindergarten classrooms before the end of their pre-kindergarten year. All new kindergarten parents and students are invited to meet the teacher in their new classroom before the beginning of school. This is a special event that is in addition to the school's Meet Your Teacher event.

The new P.A.W.S. program encourages all students to be welcoming (W) to students new to Blankner and recognizes those students who go above and beyond in doing so.

Blankner has a population of third grade students who enroll for the first time after attending a nearby K-2 school. The principal from the K-2 school provides a narrative on each student so the Blankner principal can assign the students with teachers who will be a good match based on academic and emotional needs.

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

Blankner K-8 as part of Orange County Public Schools seeks to develop a systematic plan for embedding 21st century skills into student graduation pathways and provide staff with necessary training, then students will be prepared for post-graduation career goals. In order to accomplish this, the district has included in its strategic plan, a goal to increase the percent of students earning at least one digital tool certificate before completion of eighth grade by 80 percentage points by 2020.

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

N/A

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

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

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Problem Identification Summary

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

Problem Analysis Summary

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

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.** Blankner School teachers and administrative staff will deepen their knowledge of the Florida Standards in order to plan and implement effective standards-based instruction (Division Priority #1: Accelerate Student Performance; Division Priority #2: Invest in Human Capital).

- G2.** Blankner School teachers will engage in collaborative common planning that is focused on the Florida Standards and developing common formative assessments (Division Priority #1: Accelerate Student Performance; Division Priority #4: Providing 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. Blankner School teachers and administrative staff will deepen their knowledge of the Florida Standards in order to plan and implement effective standards-based instruction (Division Priority #1: Accelerate Student Performance; Division Priority #2: Invest in Human Capital). 1a

G072745

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	
AMO Reading - All Students	

Resources Available to Support the Goal 2

- Instructional Management System (IMS)
- CPALMS
- Measurable Topic Plans (MTPs)
- Test Item Specifications
- Florida Standards

Targeted Barriers to Achieving the Goal 3

- Teachers have limited experience in deconstructing the Florida Standards.

Plan to Monitor Progress Toward G1. 8

Through classroom observations, participating in teacher common planning, checking lesson plans, and analyzing formative assessment data, Blankner administrators will ensure Florida Standards are being understood and implemented to raise student achievement.

Person Responsible

Marc Rummler

Schedule

Every 3 Weeks, from 9/11/2015 to 5/27/2016

Evidence of Completion

Common formative assessment data will be collected and analyzed every three weeks to ensure progress is being made towards raising student achievement of all students. Lesson plans will be monitored to ensure data-driven decisions are being made. iObservation data will also be analyzed to ensure instruction is occurring at a high level.

G2. Blankner School teachers will engage in collaborative common planning that is focused on the Florida Standards and developing common formative assessments (Division Priority #1: Accelerate Student Performance; Division Priority #4: Providing Empowering Environments). 1a

G072746

Targets Supported 1b

Indicator	Annual Target
AMO Math - African American	
AMO Reading - African American	

Resources Available to Support the Goal 2

- Instructional Management System (IMS)
- CPALMS
- Test Item Specifications
- Measurable Topic Plans (MTPs)
- OCPS Scope and Sequence
- Florida Standards
- OCPS Lesson Plan Templates

Targeted Barriers to Achieving the Goal 3

- Teachers' lack experience in planning collaboratively in the development of standards-based lessons and common formative assessments.

Plan to Monitor Progress Toward G2. 8

Blankner administrators will participate in common planning sessions and in the development of common formative assessments to ensure rigorous implementation of the Florida Standards.

Person Responsible

Marc Rummler

Schedule

Daily, from 9/8/2015 to 6/8/2016

Evidence of Completion

iObservation data will indicate an increased focus on Design Question 4 in the Teaching Framework and that the targeted standards are being taught. Common formative assessments and iReady data will be analyzed to ensure students are progressing.

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. Blankner School teachers and administrative staff will deepen their knowledge of the Florida Standards in order to plan and implement effective standards-based instruction (Division Priority #1: Accelerate Student Performance; Division Priority #2: Invest in Human Capital). **1**

 G072745

G1.B1 Teachers have limited experience in deconstructing the Florida Standards. **2**

 B189807

G1.B1.S1 Blankner leadership team will provide professional development to the teachers on how to locate, understand, deconstruct, and assess Florida Standards. **4**

 S201181

Strategy Rationale

Teachers must have a complete understanding of the Florida Standards and how these standards will be assessed so they can implement effective and meaningful lessons.

Action Step 1 **5**

Blankner leadership team will provide training for teachers in the process of deconstructing standards.

Person Responsible

Michelle Hines

Schedule

Monthly, from 9/2/2015 to 6/1/2016

Evidence of Completion

Teachers active participation in the training, agendas and reflection logs, iObservation data

Action Step 2 5

Teachers will participate in Instructional Rounds to observe best practices.

Person Responsible

Marc Rummler

Schedule

On 12/18/2015

Evidence of Completion

Plus/Delta charts used to lead collaborative discussions of observed instructional traits

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

Blankner administrators will monitor and participate in professional development sessions.

Person Responsible

Marc Rummler

Schedule

Monthly, from 9/2/2015 to 5/4/2016

Evidence of Completion

Professional development agendas, reflection logs

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

Blankner leadership team will monitor the effectiveness of instructional strategies listed in the lesson plans and being implemented in the classroom by frequent checks of lesson plans on school's SharePoint site and through analysis of formal and informal classroom observation data.

Person Responsible

Marc Rummler

Schedule

Daily, from 9/8/2015 to 6/8/2016

Evidence of Completion

Analysis of iObservation data to determine the implementation of standards-based instruction and best practices learned from Instructional Rounds and teachers' completion of lesson plans

G1.B1.S2 Blankner leadership team will provide training and assistance weekly on the development of common formative assessments to measure the effectiveness of the standards-based instruction. 4

 S201182

Strategy Rationale

Teachers must be able to develop valid and reliable formative assessments to accurately measure student progress.

Action Step 1 5

Blankner leadership team will provide weekly training and assistance on the development of common formative assessments.

Person Responsible

Michelle Hines

Schedule

Weekly, from 9/3/2015 to 5/26/2016

Evidence of Completion

Formative assessments posted on the school's SharePoint

Action Step 2 5

Blankner leadership team will provide weekly training and assistance on the analysis of data obtained from the common formative assessments.

Person Responsible

Michelle Hines

Schedule

Weekly, from 9/3/2015 to 5/26/2016

Evidence of Completion

Formative assessment data analysis posted on the school's SharePoint

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Blankner leadership team will participate in trainings to ensure effectiveness.

Person Responsible

Michelle Hines

Schedule

Weekly, from 9/3/2015 to 5/26/2016

Evidence of Completion

Training agendas, training minutes

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Blankner leadership team will participate in the common planning sessions and will analyze the common formative assessments posted on the school's SharePoint site every three weeks to determine effectiveness of planning sessions and developed assessments.

Person Responsible

Marc Rummler

Schedule

Every 3 Weeks, from 9/3/2015 to 6/8/2016

Evidence of Completion

Analysis of student achievement on common formative assessments posted on school's SharePoint every three weeks

G2. Blankner School teachers will engage in collaborative common planning that is focused on the Florida Standards and developing common formative assessments (Division Priority #1: Accelerate Student Performance; Division Priority #4: Providing Empowering Environments). 1

 G072746

G2.B1 Teachers' lack experience in planning collaboratively in the development of standards-based lessons and common formative assessments. 2

 B189808

G2.B1.S1 Teachers will participate in weekly common planning in grade-level or subject area teams with administrative leadership team support provided. 4

 S201183

Strategy Rationale

Planning collaboratively with support will ensure all teachers are developing standards-based lessons for students.

Action Step 1 5

Blankner instructional personnel will utilize a consistent, school-wide lesson plan format that encompasses key components for student success.

Person Responsible

Mark Brown

Schedule

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

Evidence of Completion

Review of lesson plans

Action Step 2 5

Blankner teachers will collaboratively plan lessons for students to engage in cognitively complex tasks.

Person Responsible

Michelle Hines

Schedule

Weekly, from 9/1/2015 to 6/7/2016

Evidence of Completion

Review of lesson plans

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Blankner leadership team will ensure teachers are utilizing the common lesson plan format and are planning cognitively complex tasks for the students during common planning time through participating in the PLCs.

Person Responsible

Mark Brown

Schedule

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

Evidence of Completion

Review of lesson plans

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Administrators will monitor instructional delivery, review formative assessments developed, and monitor student data to determine student achievement gains.

Person Responsible

Mark Brown

Schedule

Daily, from 9/8/2015 to 6/8/2016

Evidence of Completion

Review of lesson plans, formative assessment data, iObservation data

G2.B1.S2 Leadership team will conduct weekly data meetings in grade-level or subject area teams with administrative and/or instructional coach support provided. 4

 S201184

Strategy Rationale

Weekly analysis of student data will ensure all students are being closely monitored and lessons are being adjusted accordingly.

Action Step 1 5

Blankner teachers and administrators will analyze student data weekly to determine student progress, with a specific focus on closing the Black-White achievement gap.

Person Responsible

Marc Rummler

Schedule

Weekly, from 9/3/2015 to 6/2/2016

Evidence of Completion

Common formative assessments, iReady data

Action Step 2 5

Blankner teachers will utilize student data weekly to implement changes in instruction as needed to ensure student progress.

Person Responsible

Marc Rummler

Schedule

Weekly, from 9/3/2015 to 6/2/2016

Evidence of Completion

Lesson plans reflecting adjustments to instruction based on data, iObservation data

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Administrators will attend and monitor participation and attendance of weekly meetings.

Person Responsible

Marc Rummler

Schedule

Weekly, from 9/10/2015 to 5/26/2016

Evidence of Completion

Meeting agendas, meeting minutes, attendance logs

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Leadership team will conduct weekly classroom walkthroughs and review student performance data weekly to ensure progress is being made to close the achievement gap.

Person Responsible

Mark Brown

Schedule

Weekly, from 9/3/2015 to 6/2/2016

Evidence of Completion

iObservation data, student performance 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	Blankner leadership team will provide training for teachers in the process of deconstructing standards.	Hines, Michelle	9/2/2015	Teachers active participation in the training, agendas and reflection logs, iObservation data	6/1/2016 monthly
G1.B1.S2.A1	Blankner leadership team will provide weekly training and assistance on the development of common formative assessments.	Hines, Michelle	9/3/2015	Formative assessments posted on the school's SharePoint	5/26/2016 weekly
G2.B1.S1.A1	Blankner instructional personnel will utilize a consistent, school-wide lesson plan format that encompasses key components for student success.	Brown, Mark	8/24/2015	Review of lesson plans	6/8/2016 daily
G2.B1.S2.A1	Blankner teachers and administrators will analyze student data weekly to determine student progress, with a specific focus on closing the Black-White achievement gap.	Rummler, Marc	9/3/2015	Common formative assessments, iReady data	6/2/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A2	Teachers will participate in Instructional Rounds to observe best practices.	Rummler, Marc	10/27/2015	Plus/Delta charts used to lead collaborative discussions of observed instructional traits	12/18/2015 one-time
G1.B1.S2.A2	Blankner leadership team will provide weekly training and assistance on the analysis of data obtained from the common formative assessments.	Hines, Michelle	9/3/2015	Formative assessment data analysis posted on the school's SharePoint	5/26/2016 weekly
G2.B1.S1.A2	Blankner teachers will collaboratively plan lessons for students to engage in cognitively complex tasks.	Hines, Michelle	9/1/2015	Review of lesson plans	6/7/2016 weekly
G2.B1.S2.A2	Blankner teachers will utilize student data weekly to implement changes in instruction as needed to ensure student progress.	Rummler, Marc	9/3/2015	Lesson plans reflecting adjustments to instruction based on data, iObservation data	6/2/2016 weekly
G1.MA1	Through classroom observations, participating in teacher common planning, checking lesson plans, and analyzing formative assessment data, Blankner administrators will ensure Florida Standards are being understood and implemented to raise student achievement.	Rummler, Marc	9/11/2015	Common formative assessment data will be collected and analyzed every three weeks to ensure progress is being made towards raising student achievement of all students. Lesson plans will be monitored to ensure data-driven decisions are being made. iObservation data will also be analyzed to ensure instruction is occurring at a high level.	5/27/2016 every-3-weeks
G1.B1.S1.MA1	Blankner leadership team will monitor the effectiveness of instructional strategies listed in the lesson plans and being implemented in the classroom by frequent checks of lesson plans on school's SharePoint site and through analysis of formal and informal classroom observation data.	Rummler, Marc	9/8/2015	Analysis of iObservation data to determine the implementation of standards-based instruction and best practices learned from Instructional Rounds and teachers' completion of lesson plans	6/8/2016 daily
G1.B1.S1.MA1	Blankner administrators will monitor and participate in professional development sessions.	Rummler, Marc	9/2/2015	Professional development agendas, reflection logs	5/4/2016 monthly
G1.B1.S2.MA1	Blankner leadership team will participate in the common planning sessions and will analyze the common formative assessments posted on the school's SharePoint site every three weeks to determine effectiveness of planning sessions and developed assessments.	Rummler, Marc	9/3/2015	Analysis of student achievement on common formative assessments posted on school's SharePoint every three weeks	6/8/2016 every-3-weeks
G1.B1.S2.MA1	Blankner leadership team will participate in trainings to ensure effectiveness.	Hines, Michelle	9/3/2015	Training agendas, training minutes	5/26/2016 weekly
G2.MA1	Blankner administrators will participate in common planning sessions and in the development of common formative assessments to ensure rigorous implementation of the Florida Standards.	Rummler, Marc	9/8/2015	iObservation data will indicate an increased focus on Design Question 4 in the Teaching Framework and that the targeted standards are being taught. Common formative assessments and iReady data will be analyzed to ensure students are progressing.	6/8/2016 daily
G2.B1.S1.MA1	Administrators will monitor instructional delivery, review formative assessments developed, and monitor student data to determine student achievement gains.	Brown, Mark	9/8/2015	Review of lesson plans, formative assessment data, iObservation data	6/8/2016 daily
G2.B1.S1.MA1	Blankner leadership team will ensure teachers are utilizing the common lesson plan format and are planning cognitively complex tasks for the	Brown, Mark	8/24/2015	Review of lesson plans	6/8/2016 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	students during common planning time through participating in the PLCs.				
G2.B1.S2.MA1	Leadership team will conduct weekly classroom walkthroughs and review student performance data weekly to ensure progress is being made to close the achievement gap.	Brown, Mark	9/3/2015	iObservation data, student performance data	6/2/2016 weekly
G2.B1.S2.MA1	Administrators will attend and monitor participation and attendance of weekly meetings.	Rummler, Marc	9/10/2015	Meeting agendas, meeting minutes, attendance logs	5/26/2016 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. Blankner School teachers and administrative staff will deepen their knowledge of the Florida Standards in order to plan and implement effective standards-based instruction (Division Priority #1: Accelerate Student Performance; Division Priority #2: Invest in Human Capital).

G1.B1 Teachers have limited experience in deconstructing the Florida Standards.

G1.B1.S1 Blankner leadership team will provide professional development to the teachers on how to locate, understand, deconstruct, and assess Florida Standards.

PD Opportunity 1

Blankner leadership team will provide training for teachers in the process of deconstructing standards.

Facilitator

Michelle Hines, Instructional Coach

Participants

Classroom teachers

Schedule

Monthly, from 9/2/2015 to 6/1/2016

G1.B1.S2 Blankner leadership team will provide training and assistance weekly on the development of common formative assessments to measure the effectiveness of the standards-based instruction.

PD Opportunity 1

Blankner leadership team will provide weekly training and assistance on the development of common formative assessments.

Facilitator

Michelle Hines

Participants

Teachers

Schedule

Weekly, from 9/3/2015 to 5/26/2016

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	Blankner leadership team will provide training for teachers in the process of deconstructing standards.				\$0.00
2	G1.B1.S1.A2	Teachers will participate in Instructional Rounds to observe best practices.				\$6,250.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	140-Substitute Teachers	0631 - Blankner K 8	General Fund		\$6,250.00
3	G1.B1.S2.A1	Blankner leadership team will provide weekly training and assistance on the development of common formative assessments.				\$0.00
4	G1.B1.S2.A2	Blankner leadership team will provide weekly training and assistance on the analysis of data obtained from the common formative assessments.				\$0.00
5	G2.B1.S1.A1	Blankner instructional personnel will utilize a consistent, school-wide lesson plan format that encompasses key components for student success.				\$0.00
6	G2.B1.S1.A2	Blankner teachers will collaboratively plan lessons for students to engage in cognitively complex tasks.				\$0.00
7	G2.B1.S2.A1	Blankner teachers and administrators will analyze student data weekly to determine student progress, with a specific focus on closing the Black-White achievement gap.				\$0.00
8	G2.B1.S2.A2	Blankner teachers will utilize student data weekly to implement changes in instruction as needed to ensure student progress.				\$0.00
Total:					\$6,250.00	