William Frangus Elementary

2015-16 School Improvement Plan

William Frangus Elementary

380 KILLINGTON WAY, Orlando, FL 32835

www.ocps.net/lc/west/efr

School Demographics

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

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	87%

School Grades History

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

Preliminary Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the Orange County School Board.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F		**Turnaround Status**
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

To be the top producer of successful students in the nation

School Environment

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

Frangus uses various means to learn about the diverse cultures of our students. We do this by examining the student interest forms given by the classroom teachers, participation in multi-cultural events at the school and daily interactions with students and families. Relationships are then built through constant communication via face to face, phone calls, planners, notices, parent newsletters, SAC, PTA, PLC-ELL, Facebook and the Frangus website.

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

Frangus prides itself on creating an inclusive culture where a safe and respectful environment is priority. Strategically placed personnel greet students as they arrive on campus. A "pulse check" is taken to minimize disruption throughout the school day. If a student is noticed to be agitated, staff members will work collaboratively to assist the student in a positive manner. Throughout the school day, leadership team members visit classrooms to make rounds and build positive relationships with students. During lunch duty, the leadership team visits the cafeteria to ensure students are safe and that they are following "FRANGUS" (Follow Directions, be Responsible, Always Listen, Never Give Up, Give & Earn Respect, Uphold Integrity, Stay Safe) Expectations. After school, the leadership team and various staff members are assigned to designated areas on campus to ensure all students are dismissed in a safe and orderly manner.

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

Frangus will implement CHAMPS as our school-wide behavior system. The CHAMPS roll-out will be under the direction of the dean and the CHAMPS Team. Members of the Leadership Team will be paired with grade levels to collaborate and ensure a smooth and successful school-wide transition. The school's optimal goal is to ensure all interactions are positive and minimal instruction is missed. The dean is trained students on the Code of Conduct, cafeteria expectations and bus expectations during the first two weeks of school and will revisit every nine weeks. The dean will meet with each grade level once a month to discuss common behavior trends and to develop action plans to curb potential follies. Additionally, the dean will conduct bullying prevention lessons to all grades with the support of classroom teachers and the CHAMPS Team.

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

Frangus has a variety of techniques to support the social emotional well-being of all students. Our Behavior Specialist leads various social-emotional groups providing counseling and mentoring on a routine basis. Social-emotional groups are beneficial as they promote self esteem, offer conflict resolution, anxiety relief, communication techniques, acceptance, rejections and overall well-being. As an additional resource, Frangus is fortunate to house the Devereux Counseling Agency which visits regularly to serve identified students. The psychologist aids in counseling by meeting with small groups of students to address social skills, anger management, etc. The dean mentors students and sets time aside to talk to students and inquire about their well-being.

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

Low performing students as identified by the Florida Standards Assessment will be placed in tutoring as well as receive specific skills-based interventions for reading and math. Attendance is monitored by the attendance clerk and social worker to identify students who are consistently tardy and or absent. The social worker contacts the parents to determine reasons and provide necessary support in addition to placing the student on an attendance contract. The dean keeps track of referrals and suspensions and correlates them to ESE and ELL programs to ensure compliance with state and federal mandates.

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	5	6	6	8	11	8	44
One or more suspensions	0	0	0	0	0	3	3
Course failure in ELA or Math	14	20	23	47	64	66	234
Level 1 on statewide assessment	0	0	0	0	0	0	

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	1	1	2	4	9	6	23

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

Regular staff development is provided to all staff members to ensure accurate and active monitoring of the lowest 30% and ensure systems are in place to intervene. FSA ELA and Math data are utilized to identify low performing students. Once students are identified, teachers begin collecting tier 1 data. Once it has been determined that tier 1 interventions are not meeting the needs of the student, the teacher requests a meeting with the MTSS coordinator. Tier 2 interventions are identified and a plan is put in place to implement. Teachers must still collect data to determine if the interventions are

working or need to be changed. The student is monitored closely by the MTSS team to determine the success of the interventions. In the event tier 2 interventions are not successful and the student has not shown progress, the MTSS committee will meet to discuss an action plan to implement tier 3 interventions. The interventions are documented and data collected to determine next courses of action. Some of the interventions used for tier 2 are small group instruction, computer-based intervention programs, and push in support provided by reading and/or math coaches.

In tier 3, intervention strategies include, but are not limited to, additional support time provided by a Reading or Math Coach, as well as the Reading Intervention Specialist. Each intervention is built upon collectively. The interventions indicate that more time is being invested in the student. Previous interventions are not removed from a student's support system. Throughout the MTSS process, parents are kept informed of their student's progress or lack thereof. Parents are an integral part of the MTSS process.

School wide attendance will be monitored and tracked by the MTSS Coach and attendance clerk. Suspensions will be monitored by dean. Both of these early warning indicators lead to frequent meetings held by the MTSS team to ensure that interventions are put in place and are successful.

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/196763.

Description

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

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Frangus works diligently to secure partnerships and cultivates sound relationships with the community, families and faculty. The Partner In Education coordinator meets regularly with several local businesses to share the various family activities and events the school has planned for our families. She also discusses the profound needs of the families we serve, reiterating to partners the importance of having sound collaboration between the school, community and business partners alike.

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
Cherolini, Annemarie	Other
Gonzalez, Ana	Principal
Harp, Melanie	Instructional Coach
Hulcher, Liana	Instructional Coach
Carter, Paulette	Instructional Coach
Achach, Gabriela	Instructional Coach
Stribling, Joy	Assistant Principal
Colon, Juan	Dean
Granger, Shronda	Instructional Coach

Duties

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

Dr. Ana Gonzalez is the school principal and oversees the daily operations of Frangus Elementary. She oversees curriculum with fidelity of resources and proper implementation, site facilities, hiring and sustaining of highly qualified teachers, leads SAC and PTA meetings, monitors SIP and professional development, builds professional capacity within the extended leadership team, and provides routine updates to community and staff in regards to district-wide initiatives and requirements.

Ms. Joy Stribling is the Assistant Principal. She assists with curriculum monitoring and proper implementation, is the school-based custodial liaison, assists with hiring and sustaining of highly qualified teachers, assists with SIP and professional development, and assists with the disbursement of communication to community, staff and parents.

Mrs. Melanie Harp is the Reading Coach, Testing Coordinator, Textbook Manager and Instructional Coach. She provides professional development, conducts data meetings and models lessons.

Mrs. Liana Hulcher is the CT/MTSS Coach and Parental Involvement Coordinator. She ensures that all programs and paperwork are in compliance with district, state and federal guidelines. She provides translations for ELL parent conferences and conducts ELL team meetings. She monitors the technology component of the ELL program, Imagine Learning.

Mrs. Shronda Granger is the Data Coach and Instructional Coach. She compiles school-wide data and provides instructional support to all teachers. She provides professional development and conducts data meetings.

Ms. Paulette Carter is the Reading Intervention Teacher. She provides reading support for our tier 3 students and provides intervention to acquire grade level reading skills.

Ms. Cynthia Mickelson is our Staffing Specialist. She identifies, monitors and staffs students based upon their needs for both MTSS and exceptional education services.

Mr. Juan Colon is our Dean. He establishes behavior plans with teachers and the MTSS team, meets individually with teachers and parents to modify and/or update the plans. He also works with the attendance clerk to contact families and provide support.

Mrs. Pamela Taylor is our ESE Intervention Teacher. She provides small group instruction to all identified ESE students.

Dr. Gonzalez and each school-based leadership team member ensure that proper data decisions for all

students are made using the Florida Continuous Improvement Model. All students are progress monitored on a weekly basis by teachers, the Reading Coach and Reading Intervention Teacher. The MTSS team monitors the data to ensure students' growth. The leadership team, along with district

personnel, will deliver professional development and support colleagues through differentiated instruction.

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

Once a teacher identifies a student as in need of intervention, she/he needs to provide intervention within the core curriculum (Tier 1). Our MTSS process asks the teachers to gather several assessments to document the student's progress through DRA, STAR, SRI, MAP, FLKRS, teacher generated checklists (K and 1st grade), common assessments, previous FCAT scores, FSA scores, etc. These assessments are housed on Sharepoint for access and collaboration. Once the data has been reviewed, the MTSS team will meet with the teacher and determine the best intervention strategies to address the student's academic difficulties (Tier 2). The team will reconvene two to three weeks later to analyze the data collected. If the interventions are not working, the team decides on more intensive intervention involving other coaches or resource teachers (Tier 3). All decisions are based on data collected by the teacher and other resource personnel. Teachers are provided with common planning time, participate in weekly data meetings and the MTSS team will conduct daily walk-throughs to ensure student engagement and that lessons are rigorous and standards-based.
Title 1 funds are used to hire instructional support teachers in curriculum core subjects i.e. Curriculum Resource and Parental Involvement. Additionally, the funds are used for supplemental intervention materials,
parent involvement activities and professional development.
Our Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title
1 and other programs to ensure student needs are met. The Staffing Coordinator and/or School Registrar
will coordinate any migrant activities this year. Frangus does not have a large migrant population.
Orange County receives funds to support the Educational Alternative Outreach program. Services are coordinated with the district Drop-Out Prevention Program.
Funds for educational services, resources, and ELL support are provided through the district to improve the
education of immigrant and English Language Learners.
Ms. Gail Kiehm serves as our Homeless contact and assists families in need on an individual basis. Our school nurse provides basic resources such as clothing and counseling information. Our goal is to eliminate
educational barriers that prevent students from receiving appropriate educational services.
SAI funds are utilized to purchase research based materials. For the 2015-2016 school year, we will provide tutoring for students.
The Orange County Sheriff's Department provides a specific curriculum under the MAGIC Program for 5th
grade students. Through this program our students sign a pledge to be Drug and Violence free. Additionally,
the MTSS A & B teams meet regularly to address any needs or concerns of particular students. Students are assigned school based/community based mentors if necessary.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Dr. Gonzalez	Principal
Shaneka Whitlock	Business/Community
Liana Hulcher	Teacher
Joy Stribling	Education Support Employee
Shronda Granger	Education Support Employee
Juan Colon	Education Support Employee
Leigh Driver	Parent
Tiffany Cole	Parent
Jennifer Kiehm	Parent
Rhonda Madison	Parent
Maria Notrem	Parent
Jennifer Narcisse	Parent
Gabriela Achach	Teacher
Ann Cherolini	Education Support Employee
Gail Kiehm	Education Support Employee
Melanie Harp	Education Support Employee
Selina Jusino	Parent
Sandra Lumpkin	Parent
Melissa Mattini	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 members of the School Advisory Committee meet regularly to discuss, review and update the School Improvement Plan. The SAC members met in June to review the School Improvement Plan for 2014-2015 to determine what was beneficial and productive for that school year. It was determined that all stakeholders were satisfied with the outcomes of the plan.

Development of this school improvement plan

The 2014-2015 School Improvement Plan was reviewed by the SAC members and made necessary recommendations for the 2015-2016 School Improvement Plan. Additionally, SAC members collaborated and completed sections of the SIP.

Preparation of the school's annual budget and plan

SAC provided input to the principal regarding how funds should be allocated.

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

School improvement funds last year were used to replace the chalkboards in every classroom with magnetic, marker boards, which facilitated the use of new technology, such as document cameras, laptops and projectors. the total amount spent was $15, 928.

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

September 17, 2015 will be our first SAC Meeting for the 2015-2016 school year.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Colon, Juan	Dean
Gonzalez, Ana	Principal
Harp, Melanie	Instructional Coach
Carter, Paulette	Instructional Coach
Stribling, Joy	Assistant Principal
Edmonds, Mary	Instructional Media
Granger, Shronda	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the LLT for the 2015-2016 school year will be to increase students' awareness to the importance of leisure reading. We will continue to implement i-Ready and the Journey's core reading program with fidelity, while ensuring all students receive rigorous instruction geared to the required state standards. We will continue to provide our staff with current FSA professional development, specifically targeting effective small group and direct instruction strategies.
Frangus will continue to conduct monthly book clubs and participate in the Orange County Battle of the Books, in which we came in first place in our learning community. The LLT will also organize reading initiatives per grade level to promote literacy school-wide.

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

Every Monday is our school-wide collaboration day. Teams are partnered with a member of the Leadership Team to collaboratively plan instruction based on the standards and available resources. Teams are also encouraged to do lateral planning in order to fill in any gaps of instruction. Each grade level team participates in common planning on Mondays to ensure alignment across the grade level. Grade levels also participate in monthly fun Friday activities.

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

All teachers that fall in the 0-3 year category and teachers that are in need of additional support are paired with experienced teachers to assist them with procedures, curriculum and overall instructional support. Their partnerships are also supervised by the instructional coaches. Additionally, communication via staff newsletters and sharepoint are provided to ensure teachers are well informed

and abreast of all pertinent information. All teachers participate in Professional Learning Communities, focusing on student achievement and professional development. Professional development is implemented to focus on the state standards and the needs of the staff.

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

Frangus' mentoring program provides for all teachers with 0-3 years of experience to be paired with experienced teachers and coaches. Planning meetings are scheduled weekly for teachers to collaborate and discuss which standards should be taught, effective ways of delivering instruction, student progress and formative data. Additionally, teachers that are beyond 0-3 year, but still require mentoring, are paired with another teacher who can assist them with strategies and provide overall guidance and support.

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

All teachers at Frangus have data walls in their classrooms in order for students to be aware of their progress towards academic proficiency. Frangus uses data to drive instruction and assist in developing groups to differentiate instruction. Assessment data, classroom data and teacher observation data provide for the opportunity to identify target skills and students.
Students are identified based on beginning-of-the year tests and teacher recommendation. Once students are targeted, teachers build fluid groups through our core curriculum to meet the needs of each student. The resource team targets students through direct, standards-based instruction and supports teachers by providing necessary feedback and instructional strategies. Classroom instruction is supplemented by teachers using district approved intervention programs to ensure every student attains comprehensive understanding and mastery of the Florida State Standards. Students having difficulty may receive additional support from our Reading Intervention Specialist and the instructional coaches. Additionally, students are invited to attend before and after school tutoring to receive additional support in the areas of reading and math. Frangus students also use the technology component, i-Ready reading and math, for supplemental assistance. Teachers are able to assign specific skills to students in deficient areas.

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: 3,600

Teachers will use Thinking Maps, manipulatives and technology to increase student achievement in reading and math. Teachers will disaggregate student data to ensure students are instructed in deficient areas.

Strategy Rationale

Teachers use these strategies to help students develop independent, comprehensive thinking skills allowing for increased comprehension on all grade level text.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Gonzalez, Ana, ana.gonzalez2@ocps.net

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

Teachers will assess the progress of each student by completing an assessment after each skill taught. The data will be collected and analyzed. Teachers and the leadership team will analyze data during PLCs and 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

Our Staffing Specialist works closely with the feeder Pre-K schools to ensure a successful and seamless
transition to Frangus. We provide an opportunity for Pre-K parents to bring their child to visit a kindergarten classroom before entering school. Parents are provided with an "Entering Kindergarten" packet that includes vital information for incoming Kindergartners. In addition, our students are screened
for vision and hearing before October. Students are administered a Kindergarten Readiness assessment
within the first 20 days of school.
Our Staffing Specialist and 5th grade teachers collaboratively plan for all 5th grade students to visit the feeder middle schools, Gotha and Robinswood. Students are provided an opportunity to speak with the guidance counselor at both schools to hear forthcoming expectations.

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

Frangus implements several strategies to advance college and career awareness. All faculty members display their college or university alma mater on their classroom door. Students and staff are encouraged to wear college paraphernalia on the first Friday of the month. Fifth grade students will research and write an application letter to selected colleges/universities monthly. They will visit a

local college to gain exposure to post secondary school. Fifth grade students will visit the feeder pattern middle school and one selected high school. The selected high school will offer a feeder pattern school night for students to attend for free. Students will wear their current school t-shirt in order to participate in this activity.

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

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

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

Frangus participates in the OCPS Teach-In program. Frangus also participates in the OCPS STEM program. The school will participate in the district's Rube Goldberg STEM Competition to increase integration of career and technical academics with their students.

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.   Improve academic achievement by utilizing the Florida Standards, Instructional Framework and Florida Continuous Improvement Model. (Division Priority: Investing in Human Capital)

G2.   Increase competence of students by effectively implementing strategies aligned to the school's Technology Integration Matrix (Division Priority: Ensuring College & Career 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. Improve academic achievement by utilizing the Florida Standards, Instructional Framework and Florida Continuous Improvement Model. (Division Priority: Investing in Human Capital) 1a

G072891

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	66.0
AMO Reading - All Students	73.0
FCAT 2.0 Science Proficiency	56.0

Resources Available to Support the Goal 2

- Item Specifications
- IMS
- C-palms
- Science Bootcamp
- Thinking Maps
- Marzano Arts and Science
- Marzano Reflective Teacher
- Go Math
- Journey's Reading Program
- Core Connections Writing program
- i-Ready math and reading
- Collaborative planning
- instructional Framework
- Imagine Learning

Targeted Barriers to Achieving the Goal 3

- Difficulty with understanding the matriculation of transitioning from Design Question 2 to Design Question 4 in order to provide optimum complexity through the Marzano Instructional Framework.

Plan to Monitor Progress Toward G1. 8

"Look for" data, i-Observation data/feedback, formative assessment data, mini assessment data

Person Responsible
Ana Gonzalez

Schedule
Weekly, from 9/1/2015 to 5/31/2016

Evidence of Completion
Classroom walk-throughs, PLC meetings, mini-assessment data, completed "Look For" forms, data regarding school wide trends, standards based instruction being implemented, formative assessments and Florida standards assessment data.

G2. Increase competence of students by effectively implementing strategies aligned to the school's Technology Integration Matrix (Division Priority: Ensuring College & Career Readiness) `1a`

🔍 G072892

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	56.0
AMO Reading - All Students	76.0
AMO Math - All Students	70.0

Resources Available to Support the Goal `2`

- Instructional Coaches
- Go Math
- Master Schedule
- MTSS coach
- Reading intervention teacher
- Fusion digital resources
- i-Ready for reading and math
- Imagine Learning
- FCAT Explorer science online tool
- Journeys
- IMS
- Frangus' Technology Integration Matrix tool

Targeted Barriers to Achieving the Goal `3`

- Teachers have limited time and access to implement technology into their curriculum

Plan to Monitor Progress Toward G2. `8`

The progress towards the goal will be monitored by conducting classroom walk-throughs, observations and student data e.g. iReady Data, MAP K-2 Data, AR and STAR Data, Imagine Learning Data and formative assessments for reading and math.

Person Responsible
Ana Gonzalez

Schedule
Weekly, from 10/1/2015 to 5/31/2016

Evidence of Completion
Formative and summative assessments, program data and school's Technology Integration Matrix data

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. Improve academic achievement by utilizing the Florida Standards, Instructional Framework and Florida Continuous Improvement Model. (Division Priority: Investing in Human Capital) 1

🔑 G072891

G1.B1 Difficulty with understanding the matriculation of transitioning from Design Question 2 to Design Question 4 in order to provide optimum complexity through the Marzano Instructional Framework. 2

🔑 B190308

G1.B1.S1 PD will be provided on the Instructional Framework and how to use the tool to plan and implement rigorous instruction, activities and assessments. 4

🔑 S201694

Strategy Rationale

The need for teachers to become more familiar with the Instructional Framework and utilize the tool to plan effectively.

Action Step 1 5

The master schedule has been adjusted to increase time for teachers to collaborate.

Person Responsible

Ana Gonzalez

Schedule

On 7/8/2015

Evidence of Completion

master schedule

Action Step 2 `5`

Professional development will be provided to teachers on an overview of the Instructional Framework and using the tool to guide during their common planning.

Person Responsible

Melanie Harp

Schedule

Monthly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Sign-In sheets from professional development and agendas

Action Step 3 `5`

PD will be provided to lead teachers and the leadership team on using strategies and techniques to monitor students for the desired effect for DQ2, DQ3 and DQ4.

Person Responsible

Melanie Harp

Schedule

On 10/20/2015

Evidence of Completion

Sign in sheet and agenda

Action Step 4 `5`

The leadership team will conduct i-Observations and provide teachers feedback as it relates to the framework.

Person Responsible

Ana Gonzalez

Schedule

Weekly, from 9/21/2015 to 6/8/2016

Evidence of Completion

i-Observation data and feedback to teachers

Action Step 5 `5`

Instructional coaches will provide modeling and side-by-side coaching to struggling teachers. Teachers will have the opportunity to observe their peers who have embedded this process effectively.

Person Responsible

Melanie Harp

Schedule

Weekly, from 10/5/2015 to 6/8/2016

Evidence of Completion

Peer observation logs and coach's logs

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

The leadership team will monitor lessons, maintain a coaching log, and use the "Look For" document to identify trends and provide feedback to teachers regarding instruction to ensure teachers are teaching to the rigor of the standard.

Person Responsible

Melanie Harp

Schedule

Weekly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Classroom walkthroughs, assessment data and data meetings, completed "Look For" documents, leadership team agendas where "Look For" trend data is discussed, and i-observation data and feedback. PD exit slips will be obtained to support teachers through the coaching cycle.

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

Through observations, teachers will begin planning and delivery instruction in DQ3 and DQ4.

Person Responsible

Melanie Harp

Schedule

Weekly, from 9/28/2015 to 5/31/2016

Evidence of Completion

i-Observation data and feedback to teachers and lesson plan reviews

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

The leadership team will review data and conduct data chats. The team will use mini-assessments, formative assessments, Florida standards assessment data, i-observation feedback data will be reviewed and aligned to i-Observation data.

Person Responsible

Joy Stribling

Schedule

Monthly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Data chat minutes, leadership team minutes, i-Observation data and feedback, mini assessment data, formative assessment data and Florida Standard Assessment data.

G2. Increase competence of students by effectively implementing strategies aligned to the school's Technology Integration Matrix (Division Priority: Ensuring College & Career Readiness) `1`

🔑 G072892

G2.B1 Teachers have limited time and access to implement technology into their curriculum `2`

🔑 B190310

G2.B1.S1 Instructional coaches will work closely with teachers to ensure they are aware of technology resources. `4`

🔑 S201697

Strategy Rationale

The data indicates the need for research based strategies to be embedded throughout all content areas and all methods of delivery.

Action Step 1 `5`

Professional development will be provided on utilizing digital resources into their daily schedule.

Person Responsible

Shronda Granger

Schedule

Monthly, from 9/7/2015 to 5/31/2016

Evidence of Completion

Professional development calendar, sign-In sheets, exit slips and agendas

Action Step 2 `5`

The leadership team will conduct i-Observations and provide teachers feedback as it relates to the implementation of the digital curriculum.

Person Responsible

Joy Stribling

Schedule

Monthly, from 9/7/2015 to 5/31/2016

Evidence of Completion

Master schedule, monthly reports from all digital resources for accountability.

Action Step 3 `5`

The leadership team will collect and analyze program data to monitor student access and progression of the program and student achievement.

Person Responsible

Melanie Harp

Schedule

Weekly, from 9/7/2015 to 5/31/2016

Evidence of Completion

Program usage reports

Action Step 4 `5`

Instructional coaches will provide modeling and side-by-side coaching to struggling teachers.

Person Responsible

Melanie Harp

Schedule

Weekly, from 10/5/2015 to 5/31/2016

Evidence of Completion

Coach's logs

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

The leadership team will progress monitoring all program data and observe teachers during scheduled times.

Person Responsible

Joy Stribling

Schedule

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

Evidence of Completion

i-Observation data, feedback to teachers and program data

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

The leadership team will conduct observations to ensure the implementation the usage of digital curriculum as well as progress Monitor all digital programs.

Person Responsible

Ana Gonzalez

Schedule

Monthly, from 8/31/2015 to 5/31/2016

Evidence of Completion

Monthly reports demonstrating students' growth and proficiency, i-Observation data and feedback to teachers

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	The master schedule has been adjusted to increase time for teachers to collaborate.	Gonzalez, Ana	7/8/2015	master schedule	7/8/2015 one-time
G2.B1.S1.A1	Professional development will be provided on utilizing digital resources into their daily schedule.	Granger, Shronda	9/7/2015	Professional development calendar, sign-In sheets, exit slips and agendas	5/31/2016 monthly
G1.B1.S1.A2	Professional development will be provided to teachers on an overview of the Instructional Framework and using the tool to guide during their common planning.	Harp, Melanie	9/1/2015	Sign-In sheets from professional development and agendas	5/31/2016 monthly
G2.B1.S1.A2	The leadership team will conduct i-Observations and provide teachers	Stribling, Joy	9/7/2015	Master schedule, monthly reports from all digital resources for accountability.	5/31/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	feedback as it relates to the implementation of the digital curriculum.				
G1.B1.S1.A3	PD will be provided to lead teachers and the leadership team on using strategies and techniques to monitor students for the desired effect for DQ2, DQ3 and DQ4.	Harp, Melanie	10/20/2015	Sign in sheet and agenda	10/20/2015 one-time
G2.B1.S1.A3	The leadership team will collect and analyze program data to monitor student access and progression of the program and student achievement.	Harp, Melanie	9/7/2015	Program usage reports	5/31/2016 weekly
G1.B1.S1.A4	The leadership team will conduct i-Observations and provide teachers feedback as it relates to the framework.	Gonzalez, Ana	9/21/2015	i-Observation data and feedback to teachers	6/8/2016 weekly
G2.B1.S1.A4	Instructional coaches will provide modeling and side-by-side coaching to struggling teachers.	Harp, Melanie	10/5/2015	Coach's logs	5/31/2016 weekly
G1.B1.S1.A5	Instructional coaches will provide modeling and side-by-side coaching to struggling teachers. Teachers will have the opportunity to observe their peers who have embedded this process effectively.	Harp, Melanie	10/5/2015	Peer observation logs and coach's logs	6/8/2016 weekly
G1.MA1	"Look for" data, i-Observation data/ feedback, formative assessment data, mini assessment data	Gonzalez, Ana	9/1/2015	Classroom walk-throughs, PLC meetings, mini-assessment data, completed "Look For" forms, data regarding school wide trends, standards based instruction being implemented, formative assessments and Florida standards assessment data.	5/31/2016 weekly
G1.B1.S1.MA1	The leadership team will review data and conduct data chats. The team will use mini-assessments, formative assessments, Florida standards assessment data, i-observation feedback data will be reviewed and aligned to i-Observation data.	Stribling, Joy	9/1/2015	Data chat minutes, leadership team minutes, i-Observation data and feedback, mini assessment data, formative assessment data and Florida Standard Assessment data.	5/31/2016 monthly
G1.B1.S1.MA1	The leadership team will monitor lessons, maintain a coaching log, and use the "Look For" document to identify trends and provide feedback to teachers regarding instruction to ensure teachers are teaching to the rigor of the standard.	Harp, Melanie	9/1/2015	Classroom walkthroughs, assessment data and data meetings, completed "Look For" documents, leadership team agendas where "Look For" trend data is discussed, and i-observation data and feedback. PD exit slips will be obtained to support teachers through the coaching cycle.	5/31/2016 weekly
G1.B1.S1.MA3	Through observations, teachers will begin planning and delivery instruction in DQ3 and DQ4.	Harp, Melanie	9/28/2015	i-Observation data and feedback to teachers and lesson plan reviews	5/31/2016 weekly
G2.MA1	The progress towards the goal will be monitored by conducting classroom walk-throughs, observations and student data e.g. iReady Data, MAP K-2 Data, AR and STAR Data, Imagine Learning Data and formative assessments for reading and math.	Gonzalez, Ana	10/1/2015	Formative and summative assessments, program data and school's Technology Integration Matrix data	5/31/2016 weekly
G2.B1.S1.MA1	The leadership team will conduct observations to ensure the implementation the usage of digital curriculum as well as progress Monitor all digital programs.	Gonzalez, Ana	8/31/2015	Monthly reports demonstrating students' growth and proficiency, i-Observation data and feedback to teachers	5/31/2016 monthly
G2.B1.S1.MA1	The leadership team will progress monitoring all program data and	Stribling, Joy	8/31/2015	i-Observation data, feedback to teachers and program data	5/31/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	observe teachers during scheduled times.				

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. Improve academic achievement by utilizing the Florida Standards, Instructional Framework and Florida Continuous Improvement Model. (Division Priority: Investing in Human Capital)

G1.B1 Difficulty with understanding the matriculation of transitioning from Design Question 2 to Design Question 4 in order to provide optimum complexity through the Marzano Instructional Framework.

G1.B1.S1 PD will be provided on the Instructional Framework and how to use the tool to plan and implement rigorous instruction, activities and assessments.

PD Opportunity 1

Professional development will be provided to teachers on an overview of the Instructional Framework and using the tool to guide during their common planning.

Facilitator

Instructional coaches

Participants

Instructional staff

Schedule

Monthly, from 9/1/2015 to 5/31/2016

PD Opportunity 2

PD will be provided to lead teachers and the leadership team on using strategies and techniques to monitor students for the desired effect for DQ2, DQ3 and DQ4.

Facilitator

Tracy Ocasio-district support

Participants

Lead teachers, coaches and assistant principals

Schedule

On 10/20/2015

G2. Increase competence of students by effectively implementing strategies aligned to the school's Technology Integration Matrix (Division Priority: Ensuring College & Career Readiness)

G2.B1 Teachers have limited time and access to implement technology into their curriculum

G2.B1.S1 Instructional coaches will work closely with teachers to ensure they are aware of technology resources.

PD Opportunity 1

Professional development will be provided on utilizing digital resources into their daily schedule.

Facilitator

Leadership team

Participants

Instructional staff

Schedule

Monthly, from 9/7/2015 to 5/31/2016

Budget

Budget Data

1	G1.B1.S1.A1	**The master schedule has been adjusted to increase time for teachers to collaborate.**			**$600.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		140-Substitute Teachers	1611 - Frangus Elementary	Title I Part A		$600.00
2	G1.B1.S1.A2	**Professional development will be provided to teachers on an overview of the Instructional Framework and using the tool to guide during their common planning.**			**$0.00**
3	G1.B1.S1.A3	**PD will be provided to lead teachers and the leadership team on using strategies and techniques to monitor students for the desired effect for DQ2, DQ3 and DQ4.**			**$0.00**
4	G1.B1.S1.A4	**The leadership team will conduct i-Observations and provide teachers feedback as it relates to the framework.**			**$0.00**
5	G1.B1.S1.A5	**Instructional coaches will provide modeling and side-by-side coaching to struggling teachers. Teachers will have the opportunity to observe their peers who have embedded this process effectively.**			**$0.00**
6	G2.B1.S1.A1	**Professional development will be provided on utilizing digital resources into their daily schedule.**			**$0.00**
7	G2.B1.S1.A2	**The leadership team will conduct i-Observations and provide teachers feedback as it relates to the implementation of the digital curriculum.**			**$0.00**

		Budget Data	
8	G2.B1.S1.A3	**The leadership team will collect and analyze program data to monitor student access and progression of the program and student achievement.**	**$0.00**
9	G2.B1.S1.A4	**Instructional coaches will provide modeling and side-by-side coaching to struggling teachers.**	**$0.00**
		Total:	**$600.00**